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ABSTRACT

This document consists of the 12 monthly issues of a newsletter on women students, teachers, and administrators in higher education, issued in 1994. Each issue includes feature articles, news on higher education, profiles of significant people in the field, and job announcements. The issues' main article topics are: (1) campuses's changing definition of family and employee benefits, mentoring, and listening skills; (2) interim positions and defining sexual harassment; (3) gender pay gap for administrators, and cultures of decision making; (4) getting into administration and department chair positions, and women trustees; (5) campus safety and women presidents; (6) sex bias in athletics, resolving problems, professional support networks, and current research; (7) opening the Monterey Bay campus in the California State University system, tenure litigation, and grooming for campus leadership; (8) the "stained glass ceiling" limiting women's advancement at Catholic schools, single sex schools, and survival strategies for women administrators; (9) organizational models for gender equity on campus, handling hostile male students, and confronting conflict; (10) a California law requiring University of California to reveal the cost of sex bias suits, negotiation skills, and women in science and other male fields; (11) relations between women's centers and women's studies; sexual harassment, academic freedom, and due process, as well as negotiating for a higher salary; and (12) value differences and gender issues, getting and keeping a top student affairs post, and math anxiety. (JB)

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WOMEN IN HIGHER EDUCATION

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WOMEN IN HIGHER EDUCATION

JANUARY 1994
Volume 3, No. 1

Campuses Expand Definition of "What Is a Family?"

Academe has walked a fine line between preserving tradition and embracing social change, and the movement toward providing employee benefits for domestic partners is no different.

In 1992, Stanford, the University of Iowa and Albert Einstein College of Medicine became the first schools to offer health benefits to domestic partners.

Now many leading private and public schools are adopting similar policies, such as MIT, Harvard, Columbia, Princeton, University of Chicago, University of Vermont and University of California-Berkeley.

Coverage Varies

At least 30 schools now offer some benefits to nonmarried partners. Most limit benefits to sick or bereavement leave, tuition reduction and access to campus housing, recreation and health services.

Schools usually cover only same-sex partners, reasoning that gays and lesbians legally lack the option of marriage to qualify for spousal benefits.

Eligibility requirements also vary. To receive domestic partner status, couples usually must document financial interdependence and common residence for at least six months, by showing a lease or mortgage and other records.

Children of domestic partners also may be eligible for health benefits. A new City University of New York (CUNY) report recommends covering children when both partner and child are dependents.

Why Extend Benefits?

Colleges cite a variety of reasons to cover domestic partners, including social and political pressures, ethical and humanitarian considerations.

Stanford saw the issue as one of competition. It felt offering comprehensive benefits would help them hire and retain the best employees: "Within five or ten years, such coverage will be standard for many employers, including universities."

Iowa viewed partner benefits as "a humane and equitable response to community members who live in stable long-term relationships."

CUNY was already in a city with nondiscrimination policies concerning sexual orientation and preference, and a large gay and lesbian community. CUNY leaders felt political and moral pressure to make "practice comply with policy" and provide "such rudimentary means for empowering and sustaining same-sex relationships" as are available to married couples.

CUNY also sees practical advantages: "Everyone gains, for communities are more productive as they become more inclusive."

Costs Overestimated

Employer anticipations of cost increases in the overall benefits plan, because more people are covered, and because of an increase in AIDS claims, were unfounded.

At Stanford, only 28 employees out of 10,000 signed up, which the CUNY report says is typical for colleges.

Many partners already have health coverage. Other gay employees do not seek partner benefits because they aren't ready to disclose their relationships.

Pregnancy, Not AIDS, Costs Employers

The actual cost of enrolling a domestic partner

What's HOT and What's NOT in Higher Education for 1994

NOT	HOT
Managers	Leaders
Stars	Team players
Autocracy	Consensus
End justifies means	Valuing the process
Techy bells & whistles	Productivity boosters
Paper address book	Electronic device
Gender bias	Helping them "get it"
Sexual harassment	Helping them "get it"
Time: by semester	Time: whatever works
New products	Better services
TQM	CQI/Quality Improvement
Productivity numbers	Productivity results
Diversity quotas	Multi-culturalism
Lifers	Sequential careers
Being chic	Being real

Suggestions from *WIHE* readers, Center for Teaching and Learning at Cal State Long Beach and others.

has proven to be less than for a married spouse, according to the *New York Times* (June 13, 1993): "The single most expensive medical cost is pregnancy-related ... [and] domestic partners are statistically less likely to get pregnant."

And AIDS claims cost no more than any other serious illness, according to Harvard's 1993 domestic partnerships report.

Public Reactions Mixed

But even with practical concerns allayed, some oppose the expanded campus policies on principle.

Ohio State University President E. Gordon Gee had approved a housing department recommendation to allow gay couples to live in a campus apartment complex. But the ensuing controversy led by Ohio politicians dissuaded OSU leaders from establishing the new policy.

The University of Vermont, conversely, faced public public pressure to include gay couples in its health benefits policy. When President Thomas Salmon denied the request, saying the University's definition of spouses was consistent with state law, the state Labor Relations Board ruled that the school was discriminating.

Most campuses actually have experienced smooth policy changes, with little public debate.

But when it does occur, debate should be welcomed as a necessary part of the process, says the CUNY Study Group on Domestic Partnerships, convened by Chancellor Ann Reynolds.

Its October 1993 report emphasizes "the importance of communication in dissolving the categories that often divide us."

JH

The Chronicle of Higher Education, The New York Times and CUNY contributed to this article.

WIHE Research Awards Guidelines

To encourage and facilitate research supporting women on campus, *Women in Higher Education* will assist two research projects in 1994 to collect either quantitative or qualitative data, by providing access to the more than 1,400 *WIHE* subscribers.

It will work like this. Those interested will submit their research proposals, according to the guidelines below.

WIHE will print the research questionnaire, mail it to subscribers in the envelope with a future issue, and pay the return postage for the questionnaires, which will be forwarded to the researcher.

Of course, each *WIHE* subscriber can choose whether to participate in the research.

WIHE will feature results in a future issue.

Demographic Profile of *WIHE* Subscribers

- ***Campus position:*** President, VP, provost, dean, director, chair (administrative, academic, faculty)
- ***Institution type:*** Four-year 58%, two-year 42%
- ***Institution size:*** More than 5,000 students 51%, fewer 49%
- ***Career paths:*** Many are late or interrupted.
- ***Age:*** 20s= 8%; 30s=26%; 40s=52%; 50s=12%; 60s=2%.
- ***Philosophies:*** Range from awakening awareness of the need for special support for women and women's ways of accomplishing goals on campus, to those who would describe themselves as strong feminists. The majority are in the middle.

Criteria for Selecting Proposals

1. Results are expected to have practical implications for helping women to succeed on campus: career, personal, spiritual, helping others.
2. Subject matter is of interest to *WIHE* readers.
3. Survey design is likely to produce practical results that can be generalized to a larger group.
4. Any creative design or application aspects?

Procedure to Apply

Summarize your proposal on no more than three pages, including what you want to learn, how you will measure your results, what the results will mean to women on campus, estimated timelines and other relevant info. Small words work best.

Be sure to include your name, title, department, school, address and phone number. Call *WIHE* at (608) 251-3232 if you have questions. Proposals are due on April 1, 1994. Researchers submitting selected proposals will be notified by May 1, 1994.

Although applicants need not be subscribers, regular readers are advantaged by knowing *WIHE* subscriber's interests that become editorial themes.

Note: This is not a major research grant, but our way to facilitate research that otherwise might not get completed.

WOMEN IN HIGHER EDUCATION

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PROFILE

Laura Saunders, Vice President for Administration
Highline Community College, Des Moines WA

"You Don't Give Up Power and Authority When You're Decent and Humane."

Not many administrators successfully move from huge research universities to the more informal environment of a community college.

In fact, not many want to. Laura Saunders did.

Having worked in planning and budgeting and institutional research for 25 years at three major research universities (the University of California-Berkeley, Pennsylvania State University and the University of Washington) she wanted a change, some real line responsibilities and a chance to try out some of her ideas on quality management.

With a daughter in high school, she also wanted to stay in the area. So when she met with Highline's president Edward Command three years ago and they really clicked, she thought, "Why not take a chance?"

She started as director of budgeting and planning. When her boss moved up, so did she.

As VP of Administration, she now is number two on campus, with responsibility for nine divisions, excluding student affairs but including strategic and long range planning and budgeting.

And she's happy she made the switch. "It's fun. I am particularly pleased and thrilled to be dealing with students and with day-to-day problems that matter today, not just long-term situations."

(She interrupts to chuckle: "An enormous dog with reindeer horns just went past. There's a very casual atmosphere at the community college.")

With a BA from Reed College (OR), MA from the University of Chicago and PhD from the University of California-Berkeley, she started as manager of data control and services at Berkeley, then moved to Penn State and back to the west coast to the University of Washington.

Married to a faculty member of the University of Washington, she takes the challenges of a dual career couple in stride: "I got my job first this move, when we came back out here."

A Winning Combination

Saunders takes pride in "a willingness to listen, and to work with my staff rather than doing it all myself. I prefer teamwork, a collegial style of management." She's also good with numbers, a fast writer, and "I try to get the best out of people."

She realizes that her style may not produce results that are "as imaginative or bold, because it requires consensus, making it harder to work with visionaries," who may have more radical ideas.

Her goal is helping people get their needs met, while the work of the organization also gets done. "It's best when they're getting something they want, and we remember where we're going, too."

Her education came from a variety of sources.

- Several bosses taught her that it's important to keep an eye on boundaries, where she wants to go, as she's fighting fires day to day.
- A now-retired dean at Penn State was her model of kindness, sympathy and compassion: "not the white gloves type, but very gracious, thoughtful and insightful," Saunders recalls.

Initially she was not impressed, but the years have taught her to value a more humane approach. It was not intuitive, she says. "I had to learn it."

"If you want immediate change, higher education is not the place for you."
– Laura Saunders

- "In retrospect, I might have learned it from my father, without my even knowing it." When he died eight years ago, she said, "People came out of the woodwork and told me the things he had done for them," things she had never known about.
- Conversely, she also has learned what not to do. "I have been the recipient of some very abusive management in my 25 years." She recalls some administrators who disregarded their staff to the point where their people hated to come to work.

"I strongly believe people get the most satisfaction when they do their work well, and when it matters. That's not to say I allow sloppy work. For those who don't make it, we need the tools and supplies and counseling to help them.

"The approach actually works! All the literature says it works, but before I didn't have the latitude to try it," she says.

As a Woman...

Gender bias has gone both ways for Saunders. "It's gotten so much easier in the last few years, " she notes, recalling that "Sometimes I've gotten looked at a bit because I'm a woman."

She recalls being angered by an unfair evaluation when she first started at Berkeley and drew attention to the situation of women on campus, as a member of the chancellor's committee on women. Undaunted, she appealed the evaluation through channels and it was set straight.

She's been hit on by a faculty member, who wanted sex in exchange for a professional favor. "I laughed at him, and told him he was old enough to be my father!"

Saunders also goes out of her way to make room

for women on their way up. For women looking for career moves in the Seattle area, she informally shares what she knows about the job market in the area and provides candid feedback on their resumes.

For those women in lower ranks, "I've been known to pull, push, persuade and harass them into going after higher jobs," she admits, including some secretaries who now have professional careers.

"When they ask if I think they could really do it, I tell them I wouldn't ask if I didn't think they could do it," she says.

She advises women to decide early on if they want to go for the top job, president. If they do, they need a PhD, tenure, publications, research and teaching experience, and a sense of the big picture.

"Understanding the organizational culture is very important," she says. "Higher education has a stratified way of getting ahead," and a PhD is necessary for the top jobs, even at the community college level.

Making Changes

Although frustrated by the shortness of funds for higher education and the increasing paperwork and regulation, Saunders finds she can have an effect on campus.

"If you are willing to take a long-term approach, you can do amazing things," she notes. "You can make a lot of change at the margin. If you can't get it one way, try another."

For example, when she arrived Highline was not connected to Internet. Now the campus has 105 active users, "opening up a whole new outside environment."

Similarly, working within a school's personnel system may take some creativity. "If you want immediate change, higher education is not the place for you," she notes.

Planning Ahead

A planner, at age 52 Saunders already feels she is "pushing toward the end of my career" and is considering what's next. "There are a whole lot of things I want to do," she says. "All I know is, it will be doing something with people."

Listening As a Subversive Tactic

Used car salespeople do it, manipulative teenagers do it... and now college leaders are doing it, with amazing results. Listening, carefully and attentively when engaged in conversation, whether or not they like the message.

Successful salespeople listen closely to objections so they can combat them effectively. Doctors who listen carefully to their patients are able to make more accurate diagnoses and persuade patients to comply with their prescriptions for treatment.

Academic leaders combine the aspects of salespeople and doctors: They have to figure out what's needed to improve their units, and then sell others on their prescription to fix it.

Lending an Ear Brings Benefits

Of course, listening can be a simple way to gather information. "One of the best ways to learn is to ask lots of questions. The more you ask, the more you understand," said Judith Valles, as president of Golden West Junior College in California.

Listening also helps you give information: If you listen to them, they're more likely to listen to you.

And really listening conveys empathy and understanding, helping you as a leader gain respect and bolster morale. "The boss who treats the opinions of her staff members with seriousness is rewarded with their loyalty," notes editor Caroline Miller in *Lears*, November 1993.

A study of listening skills at the University of North Texas recently reported in *Women as Managers* newsletter indicated that 9 of 10 employees who were happy with their jobs also rated their supervisors as good listeners.

While listening, it's important to pick up the overtones, both emotional and rational, so that when you feed the information back, it's clear that they have been heard, says Laura Saunders, VP at Highline Community College.

"I go around the room, hear all the discussion and honor their ideas, so that we have a total commitment to move on."

But It Makes Some Squirm

Listening is often considered suspect, Miller says in *Lears*, "as if it were a sign of weakness to be open to new information." People fear that if they pay close attention to others' opinions, they'll undermine their own authority or dilute their vision. Or at the very least, they'll have to share credit.

When Judith Albino, as the new president of the University of Colorado system, sought broad-based input from faculty and staff on improving undergraduate education, people questioned her competence: "She must not know what to do if she has to ask us."

But as people found her leadership based on consensus and collaboration more effective than insular autocracy, many came to view Albino's outreach and listening as a strength.

Shedding the Macho Burden

Women seem far less concerned than men that listening will transfer status from the listener to the speaker. In *You Just Don't Understand: Women and Men in Conversation* (1990), Deborah Tannen explains that men avoid seeking input, even asking for directions, because it confers more relative status to the speaker.

In short, it's humiliating. Women generally have no such fear of seeking help or advice.

"The reality is that listening well is a very powerful weapon, and one that women tend to wield more effectively than men," says Miller.

Of course, listening is not a substitute for action. "A person who can listen without feeling threatened — and then act forcefully — will have a stronger hand than someone who is infatuated with the sound of her own voice," she says.

"If there's one thing I hope the feminization of the workplace... can accomplish, it's to give more men the courage to listen well — even if it does mean taking their cue from the women around them."

JH

Models for Mentoring in the Soft and Hard Sciences

by Carol J. Pope, Anthropology Teaching Assistant
University of Wisconsin - Milwaukee

Although mentoring is a valuable part of the professionalization process for women in academia, it is quite complicated and ill-defined, says Linda Grant, University of Georgia sociology professor.

Grant presented research on mentoring, done with Kathryn B. Ward of Southern Illinois University, at the annual American Anthropology Association meeting in November 1993 in Washington, D.C.

Grant and Ward conducted a national survey of 597 sociologists, biochemists and physicists about mentoring experiences. Following the survey with in-depth interviews with 55 women sociologists and scientists of color, they found two distinct patterns of mentoring: Research Shop and Lone Scholar.

In a Research Shop

Characteristic of chemistry and physics departments, a research shop model involves the PhD or postdoc student joining a large research team that has a predetermined focus. An advantage of this pattern is that the individual becomes well socialized to the professional ropes.

Because there are several role models for the individual, the"ideal academic" often is a composite of the positive traits of senior or other junior team members.

A drawback for junior members of the team, report scientists who are women and people of color, is that they often felt pressured to give up their own discrepant research interests, especially if these focused on minority populations or gender issues.

With a Lone Scholar

More typical of the social sciences, the lone scholar model involves working with a single academic during the PhD and postdoc processes.

The advantage of this model is that the new professional usually has more negotiation power in selecting and choosing the direction of her research. The result is often a distinctive research project that more closely resembles the individual's interests.

Negative aspects of the lone scholar model are that the individual risks being virtually dependent on one person, is less socialized into the discipline and has less access to a network of peers.

Gender Effects

Examining the mentor gender effect among sociologists, Grant and Ward asked sociologists to rate their mentors and describe the experiences.

Not surprisingly, the highest ratings occurred within same gender pairs. Women protégés rated their female mentors highest; they especially appreciated the women mentors' sensitivity to the protégés' personal as well as professional needs.

Women protégés also appreciated their female mentors candidness about what responses the student could expect within academia and their profession. Thery saw the mentors as bellwethers of how established scholars would respond to them.

Although most protégés gave their mentors high ratings, male protégés who had female mentors tended to rate their mentors lowest. On closer examination, Grant and Ward found that in most of these cases the protégé had been passed between several mentors, and were finally "given" to very junior female faculty members, who often lacked sufficient political clout and network contacts compared to others on campus.

Most women protégés had male mentors. Despite giving the mentors generally positive ratings, these women noted several problems.

Typically they felt that their work was trivialized by the mentors, or that they received less attention than their white male peers. Other common problems were the assignment of poor topics, the mentor's lack of knowledge in their chosen area and a lack of sensitivity to the women's real life needs, such as sick children.

Another major problem was the mentors' tendency to be overprotective of their female protégés, such as refusing to write recommendations for institutions they deemed to be "unsafe" or too far away. And the mentors' wives sometimes felt that the mentor and protégé traveling together to an out-of-state conference would be "inappropriate."

Women sociologists and sociologists of color also reported that their mentors tried to steer them toward women's colleges or minority universities, even if the individual was not interested in that type of setting.

Incidents of perceived sexual harassment were reported by 11% of the female respondents.

Giving Back

Grant and Ward also looked at the respondents' own mentoring later on, and found that both scientists of color and women tended to mentor more than their white male colleagues did.

Their mentoring also included undergraduate and high school students, as well as graduate students. While they undertook the tasks because they considered it worthwhile, they felt that the activities are undervalued by their institutions and not respected during faculty reviews.

Those academics who felt they had been well mentored tended to mentor others earlier, while those who had negative experiences were more reluctant to undertake the role of mentor to others.

Grant cautioned that her research looked only at academics, "a group of survivors" of the academic mentoring process. She suggested that to better understand the more negative aspects of mentoring, one should also look at those who did not survive. She expects that more scientists of color and women scientists have been forced out or dropped out, but that these individuals are difficult to find and include in a survey.

– Contact Linda Grant at the University of Georgia, Department of Sociology, Baldwin Hall, Athens GA 30602-1611; (706) 542-3228 or 2421. e-mail: LGRANT@UGA.

CAREER CONNECTIONS

To assure that the pool of candidates for positions on your campus includes qualified women, alert your school's human resources department and chairs of search committees to this new resource. For additional information on how to reach 7,500 women readers for just $170, call Chris Carman at (608) 251-3232. Deadline is the 20th of the month.

VICE PRESIDENT FOR STUDENT AFFAIRS

Established in 1847, The City College is the oldest of the City University's ten senior colleges. Nearly 15,000 undergraduate and graduate students from the United States and abroad are currently enrolled. The College is really a small university, consisting of a College of Liberal Arts and Science and Schools of Architecture, Biomedical Education/CUNY Medical School, Education, Engineering and Nursing. CCNY has the largest number of on-campus doctoral programs in the City University. The College also has centers for Legal Education and The Performing Arts as well as several leading research institutes. CCNY has a full-time faculty of 600 and a support staff of 900. The 35 acre campus is located in northern Manhattan and has eighteen buildings with 2.5 million square feet of space. A number of the buildings have been designated State and National Landmarks. The College's annual budget exceeds $73 million in tax levy and other funds.

RESPONSIBILITIES: The Vice President reports directly to the President and participates in College administration and policy as a member of the President's Executive Council. The Vice President is responsible for all student support functions including: Career Services, Student Health Services, Student Government, International Student and Scholar Services, Day Care, Financial Aid, Co-Curricular Life, and Disabled Student Services.

The Vice President for Student Affairs provides leadership in shaping student programming strategies, policies, and procedures governing student life, and day-to-day administration of a comprehensive student support services program including an enhanced Freshman initiative.

QUALIFICATIONS: An earned doctorate is preferred. Applicants should have at least five years of progressively responsible administrative experience in student affairs, together with clear evidence of:

- A broad, coherent conception of student affairs in a culturally diverse, urban setting.
- A sustained commitment to diversity, multiculturalism and affirmative action.
- Skill in working with students and developing their decision making and leadership abilities.
- Exceptional interpersonal, communication and problem solving skills.
- Demonstrated capacity to develop and sustain student support programs.
- Ability to provide leadership, fiscal management and coordination to an array of student services and student affairs.
- Ability to develop and maintain collaborations involving students, staff, faculty, administration and the community.

SALARY: $88,190 to $97,991, commensurate with qualifications and experience. Excellent benefits package.

APPLICATIONS AND NOMINATIONS: Applicants should send (1) a letter expressing their interest and indicating their particular qualifications for this position, (2) their curriculum vitae and names and telephone numbers of at least four references. For full consideration applications should be received by February 25, 1994. While the position is open until filled, we seek to make the appointment by June 1, 1994.

Applications and nominations should be sent to: **Chair, VPSA Search Committee, Office of Affirmative Action, Administration Bldg., Room 206**

THE CITY COLLEGE OF NEW YORK
Convent Avenue at 138th Street
New York, NY 10031

The City College of New York is an Equal Opportunity/ Affirmative Action Employer with a strong commitment to racial, cultural, and ethnic diversity, and actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds. The College provides reasonable accommodations to individuals with disabilities upon request.

VICE CHANCELLOR OF STUDENT AFFAIRS UNIVERSITY OF CALIFORNIA, SANTA CRUZ

Reporting to the Executive Vice Chancellor, the Vice Chancellor serves as the campus' chief Student Affairs Officer with oversight of the Division of Student Services; and direct responsibility for strategic planning aimed at providing programs, services and educational experiences which promote the academic success and social development of students and enhance the quality of student life. ***Responsibilities:*** facilitate the development of student programs and services, centrally and in the Colleges; plan, coordinate and evaluate campuswide activities; serve as a member of the Chancellor's executive management team with shared responsibility for providing campuswide operational leadership and direction; direct a management team which oversees functions related to the quality of student life; oversee the non-academic administration of the Colleges; develop operational policies and procedures; oversee the enforcement of student conduct regulations; responsible for divisional budget and fiscal planning, personnel, contracts, space and facilities; conduct policy studies and analyses, and report on issues pertaining to the quality of student life; demonstrated managerial experience and proven leadership ability; effective written and oral communication skills; demonstrated ability to enhance the relationship between academic and student affairs programs; sensitivity to multicultural issues and a demonstrated ability to achieve affirmative action goals and enhance staff diversity. ***To respond:*** contact (408) 459-2011 for a copy of complete job # 93-10-57. Salary commensurate with qualifications and experience. Excellent benefits package. Applications/resumes, salary history, and the names, addresses, and telephone numbers of three references must be received by 2/18/94 at the UCSC Personnel Office, 102 Communications Bldg., Santa Cruz CA 95064. This position is subject to the financial disclosure requirements of the California Political Reform Act of 1974. AA/EEOC

Columbus College
Vice President for Student Affairs and Dean of Students

The Vice President for Student Affairs and Dean of Students at Columbus College is one of three Vice Presidents who report directly to the President. The Vice President is a member of the President's Staff and is charged with providing leadership and management supervision of the Student Affairs Division.

DUTIES: Responsibilities include oversight of the following areas:

Student Activities (Student Organizations, SGA, Orientation, Student Union)	
Student Counseling	Placement Services
Campus Housing	Student Health Services

The successful candidate for this position should have:

- An earned doctorate with broad experience in student services at the college or university level;
- Strong organizational and human relations skills with demonstrated ability to work in a collegial fashion with the college community;
- A demonstrated ability to enhance the relationship between academic and student affairs programs;
- A sensitivity to the needs of students of varied ethnicity and the need for representative activities and programming to enhance development for all students.

College and Community:

- Columbus College, a senior member of the University System of Georgia, has an enrollment of over 5,000 students on its 132 acre campus. The student body is diverse, with a 28% minority population, 62% of our students are female and our average student age is 26. The College offers associate degrees in several fields, a wide variety of baccalaureate degrees, masters degrees in four separate disciplines and a specialist in education degree.
- Columbus, Georgia is located in the west central part of the state on the banks of the Chattahoochee River, 100 miles southwest of Atlanta. With its consolidated city and county government, the city is the second largest in Georgia. The population is richly diverse and enjoys a close relationship with Fort Benning, a large military base adjacent to the city. The multi cultural community, abundant recreational facilities, and mild temperatures, make Columbus one of Georgia's most attractive locations.

Application and Appointment:

Salary and benefits are competitive. The anticipated appointment date is July 1, 1994. To ensure full consideration, completed applications should be submitted by January 31, 1994. Nominations or applications including a professional resume and the names, addresses, and telephone numbers of four references should be submitted to:

Ms. B. J. Vincent, Chair, Vice President for Student Affairs and Dean of Students Search Committee,
Office of Human Resources,
Columbus College,
4225 University Avenue,
Columbus, GA 31907-5645.

Columbus College is an equal employment, affirmative action employer
Minorities and women are encouraged to apply

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Director of Employee Relations

Salary Negotiable Depending on Qualifications Plus an Excellent Benefits Package

Senior management position with responsibility for managing the faculty and staff employee relations program including handling of grievances and disciplinary matters. Serves as the primary resource in the implementation of provisions within existing Memoranda of Understanding and the administration of related University policies.

Qualifications:
- 3 years of progressively responsible professional experience in the management of an employee relations program in a collective bargaining environment in a large complex public organization. Post-secondary educational experience preferred.
- Experience in interpreting and applying state and federal regulations and laws applicable to employment.
- Education equivalent to graduation from an accredited four-year college or university. Advanced degree preferred.
- Excellent oral and written communication skills.
- Demonstrated ability to communicate effectively with an ethnically and culturally diverse campus community.
- Demonstrated skills in conflict resolution.

Filing Deadline:
- Open until filled. Review of applications will begin February 1, 1994. However, applications will be accepted after that date.
- Refer to Job #N-865 when applying to:

California State University, Long Beach
Staff Personnel Services SSA-335
1250 Bellflower Blvd.
Long Beach, California 90840-0121

An Equal Opportunity and Affirmative Action Employer

University of Wisconsin-Stevens Point
DIRECTOR, INSTITUTIONAL RESEARCH

The University of Wisconsin-Stevens Point seeks a Director of Institutional Research who will report to the Provost and Vice Chancellor for Academic Affairs. The University of Wisconsin-Stevens Point is a four-year comprehensive university of 8,500 students located in central Wisconsin.

The Director will be responsible for supporting institutional planning and decision making through the preparation, analysis, and interpretation of information necessary for evaluating the performance of the institution, and the internal and external institutional environment.

RESPONSIBILITIES INCLUDE: Support continuing projects such as administrative and instructional staff evaluations, audits, and program reviews. Support assessment of general education, verbal and quantitative skills, academic programs, and services. Assist with the interpretation and analysis of standardized testing and conduct surveys of students, alumni, and employers. Track and prepare information necessary to monitor and report on campus progress in meeting its strategic plan and UW System accountability measures. Manage projects of university-wide concern such as the NCA accreditation report and reports requested by the UW System and Board of Regents. Prepare longitudinal analyses and demographic profiles of key institutional data. Present results of studies to administration and faculty through written reports and oral presentations. Coordinate institutional research done by all campus offices and university committees and serve as a resource to these offices and committees. Perform other duties as assigned by the Provost/Vice Chancellor of Academic Affairs.

QUALIFICATIONS: Applicants for the position must have at least a master's degree, an earned doctorate in Social Science, Education, or related field is preferred; strong background in statistics, research design, and survey design; strong research and analytical skills; excellent oral and written communication skills for a variety of audiences; experience in institutional research; experience in higher education; knowledge of database concepts and tools; experience with standard statistical packages and spreadsheets.

SALARY: The salary is competitive and commensurate with qualifications.

DEADLINE: Applications must be received by February 15, 1994.

APPOINTMENT DATE: April 15, 1994, or as soon thereafter as possible.

APPLICATION PROCEDURE: Submit letter of application, résumé and names, addresses, and phone numbers of three references to:

Chair, Search and Screen Committee
Institutional Research Position
Academic Affairs - 202 Old Main
University of Wisconsin-Stevens Point
Stevens Point, WI 54481

The University of Wisconsin-Stevens Point is an Equal Opportunity, Affirmative Action Employer.

Arizona State University West
Academic Director of Human Services and Professor - Faculty

The Human Services unit currently includes 6 full-time staff and 20 full-time faculty and offers degrees in: Communications Studies, Justice Studies, Recreation and Tourism Management, and Social Work. The campus is seeking a senior academic administrator for Human Services who will continue to: 1) develop an excellent instructional and research faculty, 2) expand upper level and masters degree programs, 3) implement instructional programs, research, and service activities that are disciplinary/interdisciplinary, non-traditional, and innovative, and 4) direct outreach to the community. The Director's responsibilities are those normally assumed by an Academic Dean. The Director oversees unit budget, personnel, strategies planning, and faculty development. The Human Services faculty is committee to maintaining a collegial environment that fosters cooperative decision-making.

QUALIFICATIONS: REQUIRED - An earned doctorate in a discipline tenurable in one of the Human Services programs at ASU West; a record of scholarly/creative and teaching excellence appropriate for appointment at rank of full professor; a record of support for cultural diversity and faculty governance; at least three years of effective leadership and administration including budget, personnel, and program and curriculum development. **Desired** - Capability to facilitate external support of unit research, teaching, and service activities.

APPLICATION DEADLINE: February 1, 1994, or the 1st of every month thereafter until the position is filled. A letter of nomination or application, vitae, and the phone numbers and addresses of three references must be sent to: Dr. Ida M. Malian, Search Chair, Human Services Director Search Committee, Academic Affairs, Arizona State University West, P.O. Box 37100, Phoenix AZ 85069-7100. Phone (6020 543-4512. Arizona State University West, the newer campus of Arizona State University, is on the west side of Phoenix, approximately 25 miles from ASU Main. ASU West is developing a broad-based, flexible program to serve a diverse and nonresidential upper division and masters degree student population drawn from the metropolitan Phoenix area. Its academic programs, including research, have an interdisciplinary focus with a strong liberal arts foundation. **ASU West encourages diversity among its applicants. AA/EEO**

DIRECTOR

School of Recreation and Sport Sciences

College of Health and Human Services
Ohio University

Ohio University is a comprehensive state university with 18,000 students on its Athens campus and another 8,000 students on five regional campuses. The College of Health and Human Services is organized into five schools: Health and Sport Sciences, Hearing and Speech Sciences, Human and Consumer Sciences, Nursing, and Physical Therapy. The current School of Health and Sport Sciences is being divided into two schools effective July 1, 1994. The School of Recreation and Sport Sciences will include approximately 30 full- and part-time faculty and staff and 600 undergraduate and graduate students. The School will offer 15 undergraduate and 7 graduate programs of study within the following areas: Athletic Training, Physical Education, Recreation Studies, Sports Administration, and Sport Sciences.

Description of Position: The Director reports to the Dean and is responsible for academic program development and administration, faculty and staff recruitment and development, facilitating scholarly activities, establishing and maintaining relations with internal and external constituencies, budget management, and other duties normally associated with academic department administration. Directors within the College normally teach one course per quarter. This is a tenure-track faculty appointment with additional compensation for the summer months.

Qualifications:
- Earned doctorate in Athletic Training, Physical Education, Recreation Studies, Sports Administration, Sport Sciences or related field.
- Experience and qualifications for appointment to associate or full professor rank.
- Evidence of academic leadership ability.
- Experience in curriculum development and program evaluation.
- Commitment to teaching, scholarship, and service.
- Experience in obtaining grant support for programs or scholarly activity.
- Strong organizational, leadership, and interpersonal skills.
- Commitment to fostering diversity within the School.
- Active involvement in discipline related organizations.

Starting Date: July 1, 1994

Salary & Benefits: $55,000-$70,000 (12-months), plus University benefits including full tuition benefits for self and family and comprehensive insurance package.

Application: Completed applications include résumé; letter describing how qualifications and accomplishments fit the requirements of the position; names, titles, addresses, and telephone numbers of three current references. Send application materials to:

Lee Cibrowski, Ph.D.
Associate Dean
College of Health and Human Services
014 Grosvenor Hall
Ohio University
Athens, Ohio 45701

Application Deadline: Review of completed applications will begin on January 15, 1994.

Ohio University is an Equal Opportunity, Affirmative Action Employer

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EASTERN

EASTERN WASHINGTON UNIVERSITY

Cheney • Spokane

Dean, College of Science, Mathematics and Technology

Eastern Washington University invites applications and nominations for the position of Dean of the College of Science, Mathematics, and Technology.

The University:

Eastern Washington University is the comprehensive university serving eastern Washington. Established in 1882, the university is uniquely situated with a dual campus setting that provides Eastern the opportunity to tailor its baccalaureate and master's degree programs to maximize the advantages of its rural environment in Cheney with the urban and professional opportunities of Spokane, Washington. This region of the inland northwest provides a wide variety of high quality recreational, cultural, and living opportunities. EWU currently enrolls about 8,500 students, of which about 15% are graduate students and 10% are foreign and out-of-state students. The College of Science, Mathematics, and Technology consists of approximately 115 faculty and staff in the departments of Biology, Chemistry/Biochemistry, Computer Science, Geology, Mathematics, Physics, and Technology.

Responsibilities:

The dean is the chief administrative officer of the college, reports to the Senior Vice President for Academic Affairs and Provost and is a member of the Advisory Board of the Spokane Intercollegiate Research and Technical Institute. The dean is expected to provide academic leadership and is responsible for the development of research, grants and contracts, internships, scholarship opportunities for the college, and nurturing relationships with business and industry.

Qualifications:

- An earned doctorate in discipline appropriate to the college;
- A record of scholarly achievement and effective teaching sufficient to achieve tenure and appointment as a full professor in a department of the college;
- A record of administrative leadership relevant to the position;
- A record which demonstrates a commitment to the recruitment and retention of a diverse high quality faculty and student body;
- A record of success in promoting and securing external funding to support faculty, students, and college programs;
- Candidates must have the ability to communicate effective with faculty, staff, and students within the college and university, to work creatively and effectively with the college administrators, and to be an effective advocate for the college and university to its external public.

Salary:

The salary will be competitive and commensurate with qualifications and experience.

Applications and Nominations:

Applicants and nominators must provide:

- A letter of application;
- A current résumé or curriculum vitae;
- At least three letters of reference from knowledgeable individuals who can attest to the candidate's qualifications for this position.

Screening will begin February 15, 1994. The position is open until filled.

Applications and nominations should be sent to:

Dr. Richard Curry
Chair, Dean of SM&T Search Committee
Eastern Washington University
MS# 174
Cheney, WA 99004-2495

Eastern Washington University is committed to increasing the diversity of its faculty, staff, students and academic program offerings and to strengthening sensitivity to diversity throughout the institution. We are an affirmative action, equal opportunity employer, and applications from members of historically underrepresented groups are especially encouraged.

Assistant Dean for Recreation and Wellness Programs

College of Health and Human Services

Ohio University

Ohio University is a comprehensive state university with 18,000 students on its Athens campus and another 8,000 students on five regional campuses. The College of Health and Human Services, enrolling approximately 2,000 students, is organized into five schools: Health and Sport Sciences, Hearing and Speech Sciences, Human and Consumer Sciences, Nursing, and Physical Therapy. In addition to offering academic programs, the College, currently through the School of Health and Sport Sciences, administers recreational/intramural sports, recreational auxiliaries (golf course, aquatic center, ice arena) and the University's expanding employee wellness program.

Effective July 1, 1994, the School of Health and Sport Sciences is being divided into a School of Recreation and Sport Sciences and a School of Health Sciences. Academic programs will be administered through these schools. Recreational sports/intramurals, recreational auxiliaries, and the employee wellness program will report to the Dean through the Assistant Dean for Recreation and Wellness. This is a new position.

Description of Position: The Assistant Dean for Recreation and Wellness is a 12-month administrative position in the College reporting directly to the Dean. Responsibilities include:

- Guide and evaluate Directors of Recreational Sports/Intramurals, Recreational Auxiliaries, and Employee Wellness programs.
- Lead overall planning, policy development, and evaluation for recreation and wellness programs.
- Facilitate coordination and cooperation in scheduling of facilities and events by various users: faculty and staff, students, intercollegiate athletics, and community members.
- Direct the preparation and management of financial plans/budgets.
- Work with School Directors and faculty to maximize learning and research opportunities associated with recreation and wellness programs and facilities.
- Coordinate preparation of quarterly and annual reports for usage and program participation.
- Oversee a plan to maximize efficiency in staffing facilities and programs.
- Teach two to three courses per year in the College.

Qualifications:

- Master's degree in field related to recreation/intramural management or wellness program management, doctorate preferred.
- Minimum five years' administrative experience with recreation/intramural, recreation auxiliaries or wellness programs, preferably in a university setting.
- Demonstrated expertise in budget development and problem solving.
- Well developed interpersonal and problem solving skills.
- Commitment to fostering and supporting diversity.
- Commitment to maintaining mutually beneficial links between academic areas and recreation/intramurals, wellness programs and facilities.

Starting Date: August 1994.

Salary & Benefits: Salary commensurate with qualifications and experience, minimum $48,000 plus comprehensive benefits package, including full tuition benefits for employee and family members.

Application: Completed applications include résumé; letter describing how qualifications and accomplishments fit the requirements of the position; names, titles, addresses and telephone numbers of three current references. Send application materials to: Lee Cibrowski, Ph.D., Associate Dean, College of Health and Human Services, 014 Grosvenor Hall, Ohio University, Athens, Ohio 45701.

Application Deadline: Review of completed applications will begin on February 15, 1994, and will continue until the position is filled.

Ohio University is an Equal Opportunity, Affirmative Action Employer.

Celebrating Excellence for the 21st Century

The University of Wisconsin-Whitewater, a premier comprehensive regional university, is one of 26 campuses in the University of Wisconsin System. It has an enrollment of more than 10,500 students in 49 undergraduate and 19 graduate programs in the four Colleges of the Arts and Communication, Business and Economics, Education and Letters and Sciences. Located in the scenic Kettle Moraine area of southeastern Wisconsin, UW-Whitewater is within convenient driving distance to Madison, Milwaukee and Chicago.

UNIVERSITY OF WISCONSIN WHITEWATER

Hall Director. Live in position responsible for the management of two residence halls housing 400-600 students. Responsibilities include supervision of assistant hall director and 14-18 RAs, coordination of the student conduct system, facilitation of programs and activities and creation of a positive living environment. Master's degree required (or evidence that the Master's is near completion). Some experience preferred. 1993-94 salary of $21,300 (1994-95 salary to be determined). Apartment, and other benefits included. Application deadline is March 16, 1994. Send application materials* to: Scott Grisebach, associate director of Residence Life, 200 Goodhue Hall, University of Wisconsin-Whitewater, Whitewater, WI 53190.

Psychology Department: Assistant Professor/Instructor, tenure track position to begin August 21, 1994. Qualifications include a doctorate (or expected) in School Psychology or closely related area, N.C.F.D. or Wisconsin certifiable and demonstrated record or evident potential to maintain a strong program of research. Responsibilities include graduate/undergraduate teaching in areas such as foundations of psychological measurement, school-based assessment and intervention and supervision of practicum and intern students. Teaching and field experience, interests in issues pertaining to early childhood and/or multicultural assessment and intervention preferred. UW-Whitewater is a Sixth Year/Specialist Equivalent program. Send application materials* by February 25, 1994 to: James Larson, Chair, School Psychology Faculty Search Committee, Psychology Department, University of Wisconsin-Whitewater, Whitewater, WI 53190.

Special Education: (Search re-opened.) Full-time, tenure track position beginning June 1, 1994. Responsibilities including coordination of the mental retardation (cognitive disabilities) training program, teaching graduate/undergraduate courses in mental retardation and general special education, supervising students in field work and student teaching, advising graduate/undergraduate students, participating in grant and other professional writing. Doctorate and three years direct service to individuals with mental retardation (cognitive disabilities) is required. Highly desirable is experience in higher education teaching, advising, and supervision. Rank and salary are dependent qualifications and experience. Submit application materials* by February 18, 1994 to: Ann Rust, Ph.D., Chair, Search and Screen Committee, Department of Special Education, University of Wisconsin-Whitewater, Whitewater, WI 53190.

Organic Chemistry: Academic staff position. Rank of lecturer, non-tenure track appointment, starting August 21, 1994. Responsibilities include instruction, supervision and grading in the Organic and freshman laboratories. Demonstrated utilization of GC, IR, W, and NMR instruments is expected. Experience with organic microscale techniques desirable. Some instructional responsibilities in a science general studies course are also expected. Application materials* should be submitted to: Dr. Steven Anderson, Chair, Department of Chemistry, University of Wisconsin-Whitewater, Whitewater, WI 53190. Transcript photocopies are acceptable for initial application. The deadline is March 31, 1994.

*Except where otherwise indicated, a complete application consists of a letter of application, vita, three letters of current recommendation and copies of graduate and undergraduate transcripts.

UW-Whitewater is an AA/EEO employer. Women, minorities, Vietnam-era veterans/and persons with disabilities are encouraged to apply.

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PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

Established in 1847, The City College is the oldest of the City University's ten senior colleges. Nearly, 15,000 undergraduate and graduate students from the United States and abroad are currently enrolled. The College is really a small university, consisting of a College of Liberal Arts and Science and Schools of Architecture, Biomedical Education/CUNY Medical School, Education, Engineering and Nursing. CCNY has the largest number of on-campus doctoral programs in the City University. The College also has centers for Legal Education and the Performing Arts as well as several leading research institutes. CCNY has a full-time faculty of 600 and a support staff of 900. The 35 acre campus is located in northern Manhattan and has eighteen buildings with 2.5 million square feet of space. A number of the buildings have been designated State and National Landmarks. The College's annual budget exceeds $73 million in tax levy and other funds.

RESPONSIBILITIES: The Provost and Vice President for Academic Affairs, the Chief Academic Officer, reports directly to the President and serves as Deputy President in the absence of the President. The academic deans report to the Provost as do the support services such as the Libraries, the Admissions Office, the Registrar's Office, Centers, Institutes, and Programs. The Provost, in consultation with the Vice President for Finance and Management, prepares the budget for the division of Academic Affairs, and is responsible for academic planning, curricula, and programs.

QUALIFICATIONS: The college seeks a person with:

- An earned doctorate and a record of distinction in university teaching, scholarship, and research or creative activity.
- At least five years of successful academic administrative experience, including ability to work with faculty, staff, and students in promoting scholastic achievement, innovative academic programs, faculty development, and research.
- A commitment to foster a positive campus environment which promotes diversity and excellence on all levels.
- A record of budget management and program planning.
- A demonstrated commitment to affirmative action.
- Familiarity with national trends and developments in higher education.
- Vision and ability to assist the President in leading the on-going development of CCNY as the Premier Urban College for the 21st Century.
- A record of working with regional as well as professional accrediting agencies.

SALARY: $88,190-$97,991, commensurate with qualifications and experience. Excellent benefits package.

APPLICATIONS AND NOMINATIONS: Applicants should send a letter of interest and qualifications, their curriculum vitae, and should identify four references to be contacted at a later date with the applicant's specific permission. Nomination letters should include the candidate's curriculum vitae when possible. Applications and nominations should be sent by February 25, 1994; however applications and nominations will be considered until the position is filled.

Correspondence should be addressed to: **VPAA Search Committee, Office of Affirmative Action, Administration Building-Room 206.**

The City College of New York
Convent Avenue at 138th Street
New York, NY 10031

The CCNY is an Equal Opportunity/Affirmative Action Employer, with a strong commitment to racial, cultural, and ethnic diversity and actively seeks and encourages nominations and applications from men and women of all races and ethnic backgrounds. The College provides reasonable accommodations to individuals with disabilities upon request.

MONTANA STATE UNIVERSITY
CENTENNIAL 1893

VICE PROVOST FOR STUDENT AFFAIRS/ DEAN OF STUDENTS
Montana State University

Required qualifications include:

- Earned doctorate
- Demonstrated accomplishments as a leader and student affairs administrator in progressively responsible positions in a College or University setting.
- Appointment date is July 1, 1994.
- Screening begins January 24, 1994, continues until a suitable candidate is hired.
- **Request complete requirements and application information from:**

Dean Robert Utzinger, Search Chair
217 Cheever Hall, Montana State University
Bozeman, MT 59717
Phone (406) 994-4405 FAX (406)994-2893

AA/EEO/VETERANS PREFERENCE

University of Illinois

Vice President
for Academic Affairs

The University of Illinois invites applications and nominations for the position of Vice President for Academic Affairs.

The University of Illinois has 60,000 students and campuses at Urbana-Champaign and Chicago. Each campus is headed by a Chancellor.

The Vice President for Academic Affairs is the chief academic officer of the University and reports directly to the President. The Vice President for Academic Affairs advises the President on matters of educational policy, academic programs, capital and operating budget priorities, and academic personnel actions; represents the President on various councils and committees of the University, on boards of various educational consortia and as liaison to the Illinois Board of Higher Education; as the senior academic planning officer of the University, works with the chancellors and the vice chancellors for academic affairs in the development and coordination of academic policy and budget planning at the University-wide level; exercises direct authority over the University of Illinois Press, the Institute of Government and Public Affairs, the Survey Research Laboratory, and the University Office for Academic Policy Analysis; and serves as officer-in-charge of the University in the absence of the President.

Significant academic and administrative experience is crucial for this position. An earned doctorate or equivalent and a strong record of teaching and scholarship that would merit appointment as a tenured professor at the University of Illinois would be expected.

The Vice President must understand the academic culture and be able to form clear views as to academic quality and priorities. The ability to communicate and persuade is especially important for this position.

There is a major analytical component to the Office of the Vice President for Academic Affairs. Experience in dealing with capital and operating budgets in universities and/or in related organizations is an additional consideration.

Further, the University of Illinois is committed to equal opportunity policies and practices and to the principles and goals of affirmative action, and seeks an individual who shares these commitments and is prepared to offer leadership in these areas.

Nominations and applications (that include a comprehensive, current resume) should be sent to:

Robert Wedgeworth, Chair
Search Committee, University of Illinois
Board of Trustees Office
352 Henry Administration Building
506 South Wright Street
Urbana, Illinois 61801
Telephone (217) 333-3493

To assure full consideration, nominations and applications should be received by February 15, 1994. Salary is competitive. If possible, responsibilities will be assumed by late summer, 1994.

The search committee encourages nominations for and applications from women and minority group members.

The University of Illinois is an Affirmative Action, Equal Opportunity Employer

UNIVERSITY OF OREGON
VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST

Applications and nominations are invited for the position of Vice President for Academic Affairs and Provost at the University of Oregon in Eugene. The University is a premier state institution for graduate and undergraduate education in the arts, sciences, and related professional schools. We seek a visionary leader to help guide the University through a period of challenges posed by a rapidly changing social, economic and political environment.

The University of Oregon is a member of the Association of American Universities. It enrolls approximately 17,000 students in graduate and undergraduate programs in the College of Arts & Sciences and six professional schools.

The Provost is the chief academic officer of the University. The Provost allocates funds to al academic units and programs and approves faculty appointments and tenure decisions. The deans of the seven schools and colleges report to the Provost. The Provost reports directly to the President and serves as the chief executive officer in the absence of the President.

Candidates for the position should possess the following qualifications:

- An earned doctorate or the equivalent terminal degree and scholarly credentials sufficient to qualify for tenure at the rank of full professor in one of the University's colleges, schools or departments;
- Demonstrated understanding and appreciation of the role of the faculty governance in a comprehensive research university;
- Leadership experience in academic administration;
- Demonstrated leadership and management skills in a diverse academic community.

The University of Oregon offers a competitive salary and benefit package. The position is available July 1, 1994. Applicants should submit a letter of application including a statement which describes educational philosophy, commitment to teaching and student services, management style, and a sense of the role of the chief academic officer at a large, first-rank public institution. The application should include a curriculum vitae and the names, addresses and telephone numbers of at least three (3) professional references. The search committee will begin formal review of application materials February 15, 1994. Inquiries, applications and nominations should be sent to:

Dean Dave Frohnmayer, Chair
Provost Search Committee
Office of the President
University of Oregon
Eugene, Oregon 97403-1226

The University of Oregon is an AA/EEO institution committed to cultural diversity and compliance with ADA

Senior Vice President and Provost for Baccalaureate and Graduate Education

University of Cincinnati

(930P0455) The University of Cincinnati, established in 1819, invites applications and nominations for the position of Senior Vice President and Provost. Located in historic Clifton, a residential district of one of the nation's most livable cities, the University offers over 200 degree-granting programs of study from the associate to the doctoral level. With an endowment of about $400 million, UC ranks sixth in the nation among public institutions' endowments. It is one of two comprehensive research state universities in Ohio, serving over 35,000 students with 2,700 full and part-time faculty in 15 colleges. Extensive research facilities are being expanded to support an institutional commitment to excellence in research capabilities — currently external funding is over $100 million.

Reporting directly to the President, the Senior Vice President and Provost has two interdependent roles. As Provost, this individual serves as the Chief Academic Officer responsible for all undergraduate and professional divisions of the University, with the exception of those within the Medical Center. Responsibilities include, but are not limited to, academic program development and planning, faculty relations under shared governance, student affairs, fund raising and development, and budgetary operations associated with all of the aforementioned. The Provost is expected to be involved in community relations and provide leadership in state-wide issues of concern to higher education.

In the role of Senior Vice President, the individual is responsible for administrative areas as designated by the President and working with the Senior Vice President and Provost of Health Education as a partner in planning and managing strategic issues University-wide.

The successful candidate should have an earned doctorate and distinguished scholarly or creative accomplishments and teaching experience; significant administrative experience; program planning and evaluation; familiarity with major issues of concern to the arts and sciences, the professional colleges, graduate education, graduate professional programs, and two-year colleges; ability to establish positive working relationships with faculty, students, staff and other constituencies; a firm commitment to affirmative action and cultural diversity and knowledge of budgetary procedures.

Salary will be commensurate with experience. Interested persons should forward letters of nomination or application, resume and a list of references to:

Dr. Constantine Papadakis
Dean, College of Engineering
Search Committee Chair
University of Cincinnati
Cincinnati, OH 45221-0566

Review of resumes will begin January 15, 1994, and continue until a suitable candidate is selected.

The University of Cincinnati is an affirmative action/equal opportunity employer. Women, minorities, disabled persons, Vietnam era and disabled veterans are encouraged to apply.

Academic Vice President
San Jose State University

San Jose State University, the first public institution of higher education on the west coast, seeks a visionary leader who can direct the University in shaping its curriculum and instruction to meet its future needs. The successful candidate will be a creative, resourceful individual with humanistic values and exceptional organization and communication skills who can guide the academic development of the campus and further its ties with constituent communities in and around Silicon Valley, the state, and the nation. Located in downtown San Jose, the nation's eleventh and California's third largest city, the University provides a cultural, artistic, and technical center for the surrounding community. San Jose State University is one of the largest of the 20 campuses of the California State University.

A regional, comprehensive university, San Jose State University excels at teaching in a wide variety of undergraduate and graduate programs in its eight colleges: Applied Sciences and Arts, Business, Education, Engineering, Humanities and the Arts, Science, Social Sciences, and Social Work. Diversity in both culture and curriculum is a central element of the campus. There is no single ethnic group predominant among our student body of 27,000. Degrees are awarded in 186 subject areas, including a substantial number of professional majors.

The University has 1700 faculty. Their focus is on excellence in teaching, as well as scholarly and professional achievement. The campus enjoys a tradition of collaborative policy development and decision making between faculty and administration.

The Academic Vice President is the chief academic officer of the University and acts as senior executive in the President's absence. The Vice President has line responsibility for all academic administrators, and provides leadership in planning, developing, assessing, and overseeing all academic programs.

QUALIFICATIONS: Candidates must have an earned doctorate or equivalent, an academic record sufficient to be granted advanced rank and tenure in one of the University's academic departments, and a record of progressive administrative responsibility, including head of a major academic unit.

Additionally, candidates should demonstrate the following:

- Ability to foster the University's academic mission and provide curricular and administrative leadership in a rapidly changing multicultural, international, and high technology environment.
- Ability to work collaboratively in an environment of shared governance and collective bargaining.
- Ability to create strong relationships between academic programs, their faculty and students, and community constituents.
- Ability to exercise leadership in creating a supportive learning environment for students.
- Skill in recruiting, developing and managing a diverse faculty and staff.
- Skill in fiscal planning and resource management.

Nominations and applications should be addressed to:

Dr. Kay Schwartz
Chair, Search Committee for Academic Vice President
Office of the President
San Jose State University
San Jose, CA 95192-0002

Applications should include a narrative letter indicating how the individual's training and experience relate specifically to the listed job qualifications; a curriculum vita; and the names, addresses and phone numbers of five professional references. Nominations must be received by February 1; completed applications by February 15.

Women, minorities and persons with disabilities are encouraged to apply.

SJSU is an equal opportunity employer

SJSU SAN JOSE STATE UNIVERSITY

BEST COPY AVAILABLE

DEAN, COLLEGE OF BUSINESS ADMINISTRATION
University of Colorado at Colorado Springs

The University of Colorado at Colorado Springs (UCCS) invites nominations and applications for the position of Dean of the College of Business Administration and Graduate School of Business Administration. The Dean provides overall leadership for the College of Business and is responsible to the Vice Chancellor for Academic Affairs.

The College of Business Administration employs approximately 30 full-time faculty members and offers programs of study leading to the Bachelor of Science and MBA degrees. All degree programs are accredited by the American Assembly of Collegiate Schools of Business. Currently, nearly 1,000 students are business majors - about 2/3 are undergraduate and 1/3 are graduate students. The College has an innovative cross-functional organizational structure that utilizes self-managed teams. The College participates in the university-wide Executive MBA program, and is also associated with the European Business School (EBS). The College is committed to continuous improvement of its faculty, processes and programs.

The University of Colorado at Colorado Springs is one of three general campuses of the University of Colorado, the State's doctoral granting research university. During AY 1992-93 UCCS enrolled over 6,000 students, of which about 30% were graduate students. Located at the base of Pike's Peak, UCCS is a 400-acre campus about 60 miles south of Denver. A fast growing community with an area population of 420,000, Colorado Springs is home to the U.S. Olympic Training Center, three large military installations, and many high-technology firms and environmentally clean industries. Currently a commuter campus, UCCS is growing with the community and plans to have resident housing for students within two years.

Qualifications: We seek a dean who has a global vision and who can represent the interests of the college to business and community leaders while providing strong leadership in a team-oriented environment. The successful candidate will also be able to formulate and implement clear strategies for managing growth and diversity, and work collegially and effectively with faculty, staff, undergraduate and graduate students, business leaders, and other stakeholders. We will consider applications from persons either with a strong academic background, or from business leaders with exceptional qualifications. All candidates should have a demonstrated record of success in securing funding and support. The successful candidate must be committed to achieving cultural diversity and equal opportunity. Desirable qualifications include demonstrated participative leadership skills; a clear commitment to academic excellence, and to a broad range of scholarly activities. Salary will be commensurate with experience and qualifications.

Application: Please send nomination or application letter, curriculum vitae, and names and telephone numbers of five references to Professor Fred McFadden, Chair; Dean's Search Committee; University of Colorado; P.O. Box 7150; Colorado Springs, CO 80933-7150. Screening of applications will begin February 15, 1994 and will continue until a suitable candidate is identified. The selected candidate will be expected to start January 2, 1995 or as negotiated. UCCS is an Affirmative Action/Equal Opportunity Employer and encourages a diversity of applicants.

VICE CHANCELLOR
University of South Carolina at Spartanburg

The University of South Carolina at Spartanburg (USCS) invites applications and nominations for the position of Vice Chancellor for Academic Affairs. USCS is part of the University of South Carolina system with autonomously accredited baccalaureate degrees in a variety of disciplines.

The Vice Chancellor for Academic Affairs is the chief academic officer and the second ranking administrative officer at USCS. The deans of the schools and library as well as the heads of academic support units report to the Vice Chancellor who is responsible for all matters of institutional academic planning and program development; makes recommendations on all faculty appointments and promotion and tenure matters; and provides leadership in the planning, development, and monitoring of individual academic research and faculty development policies and programs as well as significant public service activities. The Vice Chancellor works with the administrative, student affairs and outreach arms of USCS in the management of their operations. The Vice Chancellor maintains close working relationships with other regional education leaders at the primary, secondary and post-secondary level, as well as business and civic leaders. This includes the placement of several programs of instruction at the Greenville, SC Higher Education Center. The Vice Chancellor reports directly to the Chancellor.

The Qualifications of the successful candidate should include:

- A clear commitment to academic excellence in teaching, community service, and scholarly research;
- Significant academic administrative experience at a baccalaureate level, preferably state-supported, institution, including development of plans and budgets and assessment of academic achievements;
- A demonstration of a strong understanding of and commitment to the philosophy of a liberal arts based curriculum as well as the need to balance the goals of professional programs;
- A commitment to cultural diversity and equal opportunity;
- A broad and creative vision for the future of post-secondary education at a regional state institution, which is derived by participation of all constituents;
- A record of academic achievement commensurate with appointment as a tenured full professor.

The University of South Carolina at Spartanburg, founded in 1967, is fully accredited and state supported. The University of South Carolina at Spartanburg has 162 full-time faculty, has baccalaureate degree programs in fourteen undergraduate areas, and will soon begin offering graduate degree programs in education. The academic programs are organized under four schools: business administration and economics; the Mary Black School of Nursing; education; and humanities and sciences. Over 3,250 commuting and residential undergraduate students are currently enrolled.

The University of South Carolina at Spartanburg has a metropolitan service area of over 800,000 that is a center of financial, transportation, and industrial development in the state. The community has a rich historical and cultural tradition, the highest per-capita international investment in the country, and is located within easy driving distance of the mountains and the coast.

Applications and Nominations are invited for the position to be available on July 1, 1994. Salary will be fully competitive. The committee will accept applications until January 30, 1994. Send a letter of application, a complete resume and names of three references. Applications and nominations should be sent to:

Dr. Barbara Hastings
Chair, Vice Chancellor Search Committee
c/o Search Office
University of South Carolina at Spartanburg
800 University Way
Spartanburg, SC 29303
Telephone (803) 599-2332

The University of South Carolina is an Equal Opportunity, Affirmative Action Employer and specifically invites and encourages applications from women and minorities.

Provost/Vice-President for Academic Affairs
BOISE STATE UNIVERSITY

RESPONSIBILITIES: The Provost and Vice-President for Academic Affairs reports directly to the President of the University, is the chief executive officer in the absence of the President, and serves with the President for Finance and Administration, and the Vice President for Student Affairs as the senior members of the administration team. The Provost is responsible for coordinating and directing the academic operations of the University. Reporting directly to the Provost are the Deans of the six colleges, the University Librarian, the Dean of the Graduate College and Director of Research, Dean of Continuing Education and Summer Sessions, and the Associate Vice President for Academic Affairs.

QUALIFICATIONS: A Ph.D. or earned degree of comparable rank and substance is required; significant record of leadership in academic administration, teaching, and research/scholarship or creative activity; demonstrated commitment to University educational equity goals and affirmative action objectives; ability to lead the academic community of a metropolitan university; demonstrated ability to establish and maintain cooperative and consultative working relationships with all segments of the campus community and external publics.

THE UNIVERSITY: Boise State University is a public comprehensive undergraduate and graduate institution with the largest enrollment in the state offering a range of nationally accredited programs. Total University enrollment exceeds 15,000 students supported by approximately 1,500 faculty and staff members. One example of the University's growth activity is a $10 million library expansion currently underway.

THE COMMUNITY: Boise is the capital city of Idaho and serves as the state's business and governmental and medical center. Major companies with national or international headquarters in the city include Albertson's, Inc., Boise Cascade Corporation, Micron SemiConductor, Morrison-Knudsen, etc. The city is a major cultural center as well. The campus houses the Morrison Center for the Performing Arts which hold performances of the Boise Philharmonic Symphony Orchestra, American Festival Ballet, Boise Opera as well a numerous international stars and traveling theatrical groups. Recreational opportunities abound with camping, rafting, and skiing readily available. Located in southwestern Idaho, Boise provides a moderate climate and outstanding quality of life.

SALARY AND BENEFITS: Salary and benefits will be competitive as related to background and experience.

APPLICATION PROCEDURE: Nominations and applications are encouraged for all qualified persons. Boise State University is strongly committed to achieving excellence through cultural diversity. The University seeks applications and nominations of women, persons of color and members of other under-represented groups. Submit nominations (if desired) by 10 January 1994 and completed applications by 21 January 1994. Applications should include (1) a letter of application, (2) current curriculum vitae, (3) three letters of reference, and (4) a statement of applicant's philosophy of academic administration (less than 5 pages).

Chairman, Search Committee
Provost/Vice President for Academic Affairs
Dean's Office, College of Business
Boise State University
Boise, ID 83725
Tel 208-385-1125
FAX 208-385-3637
TDD 208-385-1486

REVIEW OF CANDIDATES: Review of applications will begin on 21 January 1994 and continue until the position is filled.

Boise State University is strongly committed to achieving excellence through cultural diversity. The University actively encourages applications and nominations of women, persons of color, and members of other under-represented groups. AA/EEO Institution.

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CHANCELLOR
UNIVERSITY OF COLORADO AT BOULDER

The Search Committee for the Chancellor of the University of Colorado at Boulder invites applications and nominations of qualified and interested persons for this position. We will begin formal evaluation of applications on January 31, 1994 and urge that, if at all possible, all materials be offered to the committee by that date. The desired starting date for this position is July 1, 1994. Letters of nomination should include information as to the match between the nominee and the criteria listed below, and whenever possible a resume or curriculum vitae should accompany the letter.

Qualifications: Demonstrated leadership abilities, qualifications for appointment to a senior faculty position in an appropriate discipline of the Boulder Campus, substantial administrative experience at the executive level of an AAU or other major comprehensive research university, commitment to excellence in teaching, demonstrated abilities to deal effectively with internal and external constituencies, demonstrated success in fostering and furthering diversity.

The University of Colorado has a strong institutional commitment to the principle of diversity. In that spirit, it is particularly interested in receiving applications from a broad spectrum of people, including women, members of ethnic minorities, and disabled individuals.

Submit all materials to:
Claudia Cardozo
Staff Person for the Search Committee
Vice President's Office
University of Colorado
914 Broadway, Campus Box 27
Boulder, CO 80309-0027
303/492-6200 (phone) 303/492-6616 (fax)

PRESIDENT

The Board of Trustees of State Institutions of Higher Learning for the State of Mississippi invites applications and nominations for the position of President of Alcorn State University.

Alcorn State University is the oldest historically predominantly Black Land Grant university in the United States. It is a co-educational, liberal arts, science and teacher education public institution located in Southwest Mississippi. Alcorn State University offers programs leading to associate (in nursing only), baccalaureate, master's and educational specialist degrees.

As a regional university located in southwest Mississippi, the University is primarily, but not exclusively, concerned with meeting the higher education needs of the region while cognizant of its role in meeting the needs of the state and nation.

The university is comprised of seven schools: Business; Education and Psychology; Nursing; Agriculture, Research, Extension and Applied Sciences; General College for Excellence; Arts and Sciences; and Graduate Studies.

Alcorn State University has a student body of 2,800, a faculty and staff of 345, and an annual operating budget of approximately 28 million dollars.

The president is the chief administrative officer of the university, reporting to the Commissioner of Higher Education and the Board of Trustees.

Candidates for this position should meet the following qualifications and criteria:

- Dynamic, visionary leadership skills with college or university administrative experience at or above the level of Dean.
- An earned terminal degree.
- Understanding of and a commitment to the university's mission, academic programs, heritage, history, and land grant function.
- Demonstrated successful working relationships with students, faculty, staff, alumni, trustees, and the community.
- Ability to articulate higher education needs within the political and legislative context of Mississippi and the nation.
- Excellent communication and interpersonal skills.
- Ability to be a skillful advocate and representative of the university to its communities.
- Successful experience in fund raising, budgeting, managing, and enhancing fiscal resources.
- Demonstrated commitment to excellence in teaching, research, and scholarship.
- Sensitivity to, and awareness of, the needs of a multicultural, multiracial faculty, staff, and student body.
- Understanding of and appreciation for athletics, other co-curricula activities, and a positive university image.

Applicants should send a letter of application, a curriculum vitae, official transcripts, and three letters documenting qualifications to the Chairperson of the Search Committee. Nominations should include the name and address of the nominee and a brief statement of the rationale for selection. Applications and nominations should be sent to:

Dr. Cass Pennington, Chairperson
Alcorn State University
Presidential Search Committee
3825 Ridgewood Road
Jackson, Mississippi 39211

The closing date for receiving applications is January 15, 1994.

ALCORN STATE UNIVERSITY IS AN AFFIRMATIVE ACTION, EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER.

Dean of the College of Engineering
UNIVERSITY OF ILLINOIS CHICAGO

The University of Illinois at Chicago (UIC) invites applications and nominations for the position of Dean of the College of Engineering. It is hoped that the appointment will become effective August 1, 1994.

UIC, a Research I institution, has 14 colleges, 17,000 undergraduates and 8,000 professional and graduate students and is the largest university in northern Illinois. The College of Engineering has four departments (Chemical Engineering; Civil Engineering, Mechanics, and Metallurgy; Electrical Engineering and Computer Science; and Mechanical Engineering) with over 100 faculty, serving 2,000 undergraduate and about 1,000 master's and doctoral students. It has an outstanding new Engineering Research building with state-of-the art research facilities.

Candidates for the position must have a demonstrated commitment to academic excellence and diversity, and the ability to further advance the College's standing in research, education, and service, enhance its industrial interaction and stimulate the development of major interdisciplinary research efforts. The position requires administrative experience and demonstrated leadership ability. The candidate's accomplishments must be commensurate with the rank of full professor in one of the College's departments.

To ensure fullest consideration, applications should be received by February 15, 1994. Nominations and applications, accompanied by a résumé and names and addresses of five references should be sent to:

Dr. Jan Rocek, Chairperson
Search Committee for the Dean of the College of Engineering
Office of Academic Affairs
The University of Illinois at Chicago
601 South Morgan Street
Chicago, Illinois 60607-7128
(312) 996-9450

The University of Illinois at Chicago is an Affirmative Action, Equal Opportunity Employer.

Drake
DRAKE UNIVERSITY
Dean of the College of Arts and Sciences/ Director of the School of Fine Arts

Drake University invites nominations and applications for the position of Dean of the College of Arts and Sciences and Director of the School of Fine Arts. The Dean provides leadership and intellectual vitality for 14 departments in the humanities, natural sciences, and social sciences, and three departments in the School of Fine Arts. It is expected that the successful candidate will possess an earned doctorate, an appreciation for independent higher education, a strong record of teaching, scholarship and administrative achievement, and personal qualities that are matched to Drake's rich traditions and academic values.

The University seeks an individual for this position who will reinforce Drake's determination to provide outstanding teaching at the undergraduate and graduate levels and foster student accomplishment and success in an innovative computer-enriched environment. The Dean supports the faculty's commitment to scholarship and artistic endeavors, and provides leadership for Drake's distinctive blend of liberal arts and professional education and is increasingly involved in a variety of interdisciplinary programs. Working closely with the faculty, the Dean gives guidance and direction to college governance, faculty selection and development, promotion and tenure, academic planning and program evaluation, and budget administration. The Dean is directly responsible to the University Provost and represents the College and School to external University constituencies. As a member of the Council of Academic Affairs, the Dean assumes an important leadership role in all major administrative decisions.

Drake is the largest private university in Iowa with 4,656 FTE enrollment, including an expanding non-traditional student population. Full-time undergraduate enrollment in Arts and Sciences is approximately 1,500. Construction and renovation projects at the University totaling $38 million were recently completed in the sciences, libraries, performing arts, computing, and athletics, after a successful $115 million fund-raising program.

Located in Des Moines, Iowa's capital and largest city, Drake has strong ties to business, education, health care, governmental institutions and the arts in Iowa and the midwest. The community of 300,000 offers superb public and private schools, convenient air transportation services, varied housing opportunities, and a cosmopolitan cultural environment.

Nominations or applications with résumé and names of three references should be sent to:

Chair, Dean of Arts & Sciences Search Committee
Office of the Provost, 202 Old Main
Drake University
2507 University Avenue, Des Moines, Iowa 50311-4505

The screening of applications and nominations will begin on January 17, 1994, and will continue until the position is filled.

Drake is an Affirmative Action, Equal Opportunity Employer and actively seeks applications from women and minority candidates.

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NEWSWATCH

She Scaled the Ivy

Judith Rodin, formerly known as "St. Judy" at Yale where she was provost but had been passed over for president, will take office as president of the University of Pennsylvania July 1, the first women to lead an Ivy League school.

A Penn alumna, Rodin received the unanimous backing of the 16-member executive committee of the school's Board of Trustees.

Rodin had been chair of Yale's psychology department and dean of its graduate school of arts and sciences. Thomas Carew, chair of Yale's psychology department, commented, "Clearly, what is Penn's tremendous gain is Yale's loss."

Breaking into the presidency of an Ivy League school is expected to have a trickle effect for women to assume presidencies at other schools.

Although almost 12% of the country's colleges and universities are led by women, only a few are big-name schools, including Nannerl Keohane at Duke, W. Ann Reynolds at New York's CUNY system, Judith Albino at the University of Colorado system and Katharine Lyall at the University of Wisconsin system.

Credited with paving the way for Penn to consider a woman president is interim president Claire Fagin, former nursing department chair, who returns to teaching.

Sex-Biased Science Awards to be Scrapped

After 75% of the $2.2 million in scholarships awarded by the National Academy of Science went to boys, the National Center for Fair and Open Testing said "No fair."

The $4,317 scholarships awarded to 471 students are based on ACT test scores, which reward speed and guessing, according to Fair Test executive director Cinthia Schuman. Women are less likely to to guess or work very quickly on tests, she said.

Next year the Clinton administration plans to replace the program with a $6 million package through the National Science Scholar's Program, an overall academic achievement award that provides two scholarships for students in each congressional district, at least one of whom must be to a woman.

Endangered Male Enclaves On the Ropes

Supporters of equal opportunities for women trying to eradicate all-male public colleges recently received two votes of confidence.

The Justice Department vetoed Virginia Military Institute's plan to retain its policy of admitting only men by endowing a program for women at nearby Mary Baldwin College.

Saying the VMI plan was based on "gender stereotypes" and "omits the essential components of the VMI experience," the Justice Department said the school could admit women with only minor changes in its program.

Two states south, a federal appeals court told the Citadel (SC) that it must admit Shannon Faulkner while a lower court considers her admission. The school had admitted her, then rescinded the admission when it found out she was a woman. She sued in federal court.

Just Play Ball, Top Court Tells Colorado

They took it to the Supreme Court, but leaders at Colorado State University lost their appeal of a 10th Circuit U.S. Court of Appeals verdict ordering them to reinstate their women's softball program.

The school had dropped women's softball in 1992, athletes sued under Title IX banning sex discrimination in education, and won.

At the time of the suit, women comprised 48.2% of the undergraduates, yet women athletes made up just 37.6% of the school's athletes and received 33% of the school's athletic funds.

The Supreme Court declined to review the lower court ruling in the Colorado State case. Federal courts in three circuits have upheld lower court cases in favor of women athletes, including cases involving Brown and Colgate universities, which had filed briefs supporting Colorado State.

Will NCAA Chicken Out on Sex Equity?

At last year's annual convention, they tabled discussion of gender equity in sports, promising that 1994 would be the year. But of the 173 rule changes to be discussed at the January convention, only two mention gender, including a Principle of Gender Equity with no specifics.

"As far as i'm concerned, they have chickened out with a bunch of nothing this year," said Donna Lopiano, Director of the Women's Sports Foundation.

Not so, says NCAA coordinator of women's issues Janet Justus. "The NCAA has more than 900 member schools, and each needs to address its own unique campus issues. We take a proactive, educational approach to help campuses come into compliance with Title IX and gender equity issues."

Kathryn Reith, Lopiano's top assistant, becomes NCAA Director of Public Information on January 1.

Cornell Agrees to Reinstate Teams

To spare "the time, trouble, and considerable expense of litigation" defending its decision to drop women's fencing and gymnastics teams, Cornell athletic director Laing Kennedy announced an agreement to reinstate the teams by September 1994.

Nine female athletes had sued under Title IX of the 1972 Education Amendments barring sex bias.

Rhodes Scholarships Recognize Diversity

Of the 32 recently announced awards to study at Oxford University in England, 17 went to women, the first time they received more than men since women first became eligible in 1976.

Another first was two awards to students at historically black colleges, Berry and Morehouse.

And a Hispanic student at Cornell University who had led campus demonstrations to increase its representation of the Latino culture in books and faculty members also won a Rhodes scholarship.

Eduardo Penalver said it would make it more difficult for detractors to write him off as a lunatic.

Reports from *The New York Times*, the *Washington Post*, the *Capital Times*, the *Wisconsin State Journal* and *The Chronicle of Higher Education* contributed to this section.

How to Start, Organize and Operate an Effective Support Committee

by Charity Hirsch

The Support Committee for Jenny Harrison helped the mathematician win a seven-year tenure battle against UC-Berkeley and hopes to be a prototype for others in bias cases. Harrison has said she "couldn't have done it without them."

Our support committee began when the wives of two Berkeley mathematicians phoned about 30 women who had expressed sympathy for Harrison. We included people from Harrison's nonacademic groups, such as her fellow chamber music players.

Nine women attended the first meeting. They brought in others, and after press reports about the committee, the group totalled 24 women.

The Structure

We established a formal committee with a chair, secretary and treasurer. The chair's role was to keep the discussion on topic, give everyone a chance to participate and summarize the discussions.

The chair and secretary prepared agendas, took minutes and mailed them to members. They called to remind members of meetings and the need for project reports. They also provided information to the press and public, and kept a clippings file.

The treasurer set up a savings/checking account with the secretary as check co-signer. (One of them had to declare the interest on her income tax.)

Outreach Brings Supporters, Money

In the five years after her tenure denial, Harrison had discussed her experiences in speeches to several groups such as the AAUW, Congress, the state legislature and prominent mathematicians and academics. Those who backed her case were named as honorary support committee members on our letterhead.

One of our most successful projects was our initial fundraising letter, which briefly described the case and some of the discriminatory abuses, and requested financial support. We enclosed a *Science* article on the Harrison case that included more information on the situation of women in math.

We sent the letter to anyone we thought might be sympathetic: friends, feminists, relatives, mathematicians and other scientists who were mentioned in articles on women in math. We hand-wrote the salutation and jotted a brief note if we knew the recipient personally. It brought in hundreds of supporters and thousands of dollars.

The Newsletter as A Tool

To communicate the case's progress to supporters, we developed a newsletter, which brought powerful evidence supporting the case to the public as well. We used it at meetings of women, scientists and other likely sources of support, and mailed it to current and potential supporters, attracting more money and supporters.

Members Wear Many Hats

A key role of the support committee is to provide a reality check. People carrying on similar struggles have observed how difficult it is to avoid either excessive mistrust or unreasonable optimism. Harrison found the support committee a valuable resource for advice and counseling on case developments, and moral support at depositions and court appearances.

To Form an Effective Support Committee

- **Cast the net widely:** Contact any associates of the claimant who might be sympathetic, and don't overlook church groups, PTAs, political clubs, hobby groups, or sports groups.
- **Set up a structure:** At a minimum, choose one to direct discussion/action, one to record meetings and correspondence, and one to handle finances.
- **Seek financial support:** Contact colleagues, community members, school donors, alumni, taxpayers: anyone with a stake in the case outcome.
- **Contact professional organizations:** They can help publicize the case, put pressure on schools and colleagues, and provide contacts, advisors and mailing lists. Some give financial help.
- **Contact campus organizations:** These can provide publicity and resources such as meeting rooms, mailing lists and leafleting opportunities.
- **Contact VIPs:** Seek endorsement from high profile school donors, school business partners and, especially for a public university, state legislators. Ask if you can put their names on your letterhead.
- **Contact the media:** Get your case in local, national and academic news media. Embarrassment is effective!
- **Spread tasks and responsibilities:** Don't pile too much on anyone. That's why committees work.

Funding Sources for Job Sex Bias Cases

- **The Federation of Organizations for Professional Women (FOPW)** has a legal fund to help professional women fight workplace discrimination, harassment and lack of ethics. Professional Women's Legal Fund, c/o FOPW, 2001 S St., Suite 500, Washington, D.C. 20009; (202) 328-1415.
- **American Association of University Women,** 1111 16th St. NW, Washington DC 20036; (202) 785-7700.

Members also acted as representatives of the claimant. People who were hesitant to address Harrison directly could speak more comfortably to committee members, who could then correct misapprehensions.

Committee members also helped solicit funds, which is much easier when the solicitor is not the claimant.

The Value of Diversity

A diverse group, we never knew ahead which contacts would be most fruitful. Surprisingly, it was a musician who made the initial contact with the Association for Women in Science, which in turn arranged for Harrison to testify before Congress about gender bias in mathematics. Musicians also entertained at a benefit.

The UC-Berkeley graduate student government provided resources and facilities. Members with e-mail made communicating easier, and those with computers helped with list maintenance, record-keeping and newsletter production. Luckily some did not work full time.

Whatever your skills, contacts and strengths, they will be multiplied when they come together with the strengths of others. For anyone involved in a similar struggle, we strongly recommend forming a support committee.

- Call Charity Hirsch at (510) 526-8953.

MOVEABLE TYPE

Genderflex - Ending the Workplace War Between the Sexes

by Judith C. Tingley, PhD. Performance Improvement Pros, Box 45261, Phoenix AZ 85064; 259 pages; 1993, $ 14.95 plus $3 shipping softcover. (800) 795-4346.

Because women and men have some inalterable differences, each sex can improve relationships by adapting their own communication pattern.

Those who temporarily adopt communication behaviors common to the other gender as a conscious effort can increase their own potential for influencing them.

In a practical twist on the adage "When in Rome, do as the Romans do," the premise assumes a willingness to bend a little to accomplish a lot, without changing lifestyle or values, an aberration just long enough to accomplish a given outcome.

Content

Women are more likely to discuss people, feelings and relationships, while men prefer topics such as money, sports and business. Both discuss sex, but for men it fits in the "sports" category while for women it is in the "relationship" category.

To reach out, both can show some interest in topics dear to the hearts of the other gender.

Style

Gender differences in style cause the most conflict in the workplace, she suggests. Women communicate to understand, seek to support a conversation and talk to connect themselves to others. Men are more likely to express ideas to resolve problems, or to compete.

Some suggest that these differences are a power game: Refusing to join a confab on another's topic, interrupting or withholding information are tactics.

Structure

While women tend to be more detailed and tentative, men are crisp, concise and to the point.

Given these major differences, women are more likely to be successful when they use indirect ways to communicate that avoid the resistance and defensiveness that direct confrontation brings.

Adaptive communication like Tingley advises presents an ethical dilemma, choosing between an idea in its pure form, and one in the sheep's clothing in which it will have maximum impact on the audience. Is it selling out or just common sense?

Six Steps to Success

Once one agrees that the approach is useful, practical and non-manipulative, a six-step system for adapting to gender differences can help:

1. Adopt a positive attitude toward differences.
2. Acknowledge differences without evaluation.
3. Assess if difference is content, style or structure.
4. Renew positive attitude toward differences.
5. Choose a technique to improve conversation.
6. If it works, use it in other similar situations.

Advice to Women

• It's okay to talk about people, feelings and relationships, but base discussions on observations and objective knowledge, rather than your feelings or hunches. Make the reports brief and specific.

• Keep listening, encouraging others to participate.

• Add content on sports, business and money to your repertoire, in examples and similies. Follow a team in each sport, read the business section, ask men intelligent questions about sports or stocks.

• Use more humor to erase the stereotype of women being too serious. Humor is a good way to influence because it is indirect and demonstrates that the user is confident and competent.

Start by buying joke books or humor tapes, sharing jokes or cartoons around the office, or attaching them to memos to lighten the message. Slip humor into presentations. Learn to tell a few jokes, practicing on friends, or tell amusing and concise stories about real events to illustrate a point.

• Work for a win-win competitive style, which may involve using assertive communication to request a change in another's behavior: "I feel _____ when you _____ and I want _____."

The first blank expresses feelings, the second blank is a non-labeling description of exactly the behavior that bothers you, and the third blank asks for what you want. Although it seems obvious, it may not be to the one whose behavior is a problem.

• Add power and force to your words. Women need to speak confidently about their own abilities, using absolutes like "never" and "always," words that pack a punch like "explosive" and "solid."

• Eliminate vagueness, extra words and details.

• Quit apologizing and disclaiming. Risk rejection by making concrete statements.

Changes suggested for men are discussing people and feelings and relationships, using a facilitative style, using comparative equivalent words when addressing women, and eliminating aggressive humor and sex-related jokes.

In the back of their minds, some women retain the socialized stereotype that men are smarter and more knowledgeable, unrealistic expectations that can doom an average guy who happens to be the boss.

Men often use humor in sexually suggestive ways, and may interpret a woman's friendliness or politness or failure to object as a signal that she is interested in him sexually. A woman's best response is to not assume sinister motives, but make clear her feelings about him.

Noting that women are usually more emotional and men are usually more rational, each sex can learn from the other. Men can recognize that feelings do exist in the workplace, learn to recognize their own and others' feelings, and develop their people-reading skills.

Women can learn to express their feelings in a way that men can accept, verbally rather than nonverbally, and understated rather than exaggerated.

Humor

In higher education especially, laughter is a way to establish superiority, and verbal wit is a substitute for physical hostility. While men enjoy put-downs and jokes, women are more apt to put themselves down and tell stories rather than jokes. Women can use humor as a powerful professional tool. By cultivating lightness as an attitude, women can reduce stress, increase success and have much more fun. ■ MDW

Why Women Don't Support Other Women - Part II

With today's focus on salary equity, sexual harassment and Titles VII and IX, it's easy to think that workplace strife boils down to women vs. men, and overlook the civil and not-so-civil wars that women wage against each other.

As women strive for career success, it's no accident that they often end up undercutting one another, says Tara Roth Madden: "As girls, women learn the unforgettable lesson that you can only go so far in challenging daddy's power... it's less dangerous to tackle mommy," (*Women vs. Women: The Uncivil Business War*, 1987).

While growing up, women also may have learned to use subtle manipulation to get what they want, direct confrontation being considered "unladylike." Too, often women don't learn the ground rules for working together the same way men do, says Shirley J. Neimi, assistant director of financial aid and student employment at Northern Michigan University.

What a burden would be removed if women could stop "nicing" one another to death at work...
— Shirley J. Neimi

"As competition gets tougher in the workplace, women must also get tougher. Yet, whom do they confront who are more vulnerable and more likely to be in their way? Other women," says Neimi.

Feminine Strategies Not Always Best

Neimi describes three power dimensions along which men and women tend to differ, based on research by Karen Shallcross Kozaria (1987):

- Men **exert power directly** by giving orders; women are more likely to use **indirect power** techniques to conceal the source of influence.
- Men bargain with **concrete resources** like money and knowledge; women employ **personal resources** such as affection based on relationships.
- To influence others, men stress their competence and knowledge, while women are more likely to use **helplessness.**

Feminine strategies often have positive short-term consequences, without drawing attention or conflict. "But the long-term consequences reveal a very fragile position for women, lacking substance and a foundation for future influence," says Neimi. For example:

- If you give orders indirectly, even if the work gets done, concealing your power may lead people to wonder whether you have any.
- Relying on personal relationships can be easier short-term, but your span of influence will remain narrow, dependent on the affection of others.
- Helplessness may bring quick assistance in a crisis, but leaves you feeling and looking helpless.

Up Close and Personal

Regardless of rank, women "tend to be more concerned with the feelings of others" than men are, which can be a double-edged sword:

"When things are going well, there are closer interactions and people feel good about working together. However, this closeness may also be the reason for hostility and conflict if the going gets rough," Neimi notes.

Because women colleagues tend to share more personal history, "there is an assumption that some sort of special bond has been formed," says Neimi, adding that if an administrative arrangement or research collaboration goes sour, women end up feeling personally betrayed, while "men rarely share personal data and can avoid personalizing" workplace disappointments.

A Catch 22 for Women

Does this mean we should all start thinking and acting more like men to avoid deadly warfare?

Neimi acknowledges that the situation is confusing for women, who must decide "which style is most comfortable for them, which is most acceptable by their subordinates and which gains them credibility with their superiors."

But she doesn't recommend that women need a cold, analytical style because the expressive style of management is gaining acceptance today.

Keep Expectations Reasonable

When working with women colleagues, be yourself, but carefully examine your expectations:

- **Don't expect mind readers.** Have you voiced your expectations, clearly if not loudly?
- **No instant best friends.** Do you feel betrayed if you don't receive a friend or colleague's support? Distinguish between personal and professional relationships.
- **Forget warm fuzzies.** Do you expect women coworkers to be warm and friendly just because they're women? They may keep co-workers at arm's length to preserve their sanity, but that doesn't mean they won't support you when needed.

Anger is Okay

Women can and should express their anger assertively. "If a situation involves anger, continuing to be sympathetic and understanding and smiling sweetly will not resolve the matter." Instead, Neimi says, let others know your feelings and expectations, "without attempting to dominate, insult or humiliate them.

"What a burden would be removed if women stopped 'nicing' one another to death at work and they could laugh or smile only when they really felt like it," she adds.

We're All in This Together

Women in leadership positions must be alert to the image they project to the younger or less powerful, and be willing to encourage, advise and critique them. And women at lower levels must demonstrate that they are worth investing in.

In the end, it's important to realize that "one woman's struggle toward success is a joint, not individual effort," says Neimi.

JH

This article was based on an unpublished paper by Shirley J. Neimi, drawing on the work of many researchers. Contact Neimi at Northern Michigan University, (906) 227-2327.

Leaders' Success, Styles Independent of Gender; Not So for Evaluations

Researchers studying the link between management styles and effectiveness simulated conflict by introducing a new method in an experimental work situation.

They studied 196 MBA students in three business schools in the northeast US in 43 role play groups.

Experienced managers reported no gender differences in their styles. Among inexperienced managers, women reported being more ingratiating, obliging and compromising.

There were no gender differences in the behavioral outcomes: leaders of both sexes were equally effective at getting workers to change their behaviors.

But subordinates rated women and men leaders differently, giving lower marks to those whose styles did not fit stereotypes. They felt that women leaders who were dominating, and men leaders who were obliging, should be rated lower as managers.

Since the experimental situation required a participative, person-oriented approach, researchers found it unfortunate that those men who used appropriate actions for the situation were seen as poor leaders.

– ***Sex Roles,*** September 1993.

Adult Women Students Learn "What They Know Matters"

Teaching an organizational behavior class for 14 years did not prepare Professor Joan V. Gallos of Radcliffe/Harvard for that first Discovery class meeting.

Responses to her standard questions of "Who am I? What are my goals? What are my expectations?" brought tears, expressions of deep fears and frustrations and the class ran 40 minutes over.

Radcliffe's Discovery program brought together a select group of 22 bright, underemployed women who were the principle supporters of their families, and legitimized their experiential life learning.

Gallos learned that her teaching skills and openness helped, but it was her role modeling and reinforcement of their worth that were more significant contributors to their success.

The experience taught her the need to define roles clearly in the classroom, to separate the learning from the power, and to model the process of learning, making it clear that the teacher is not the sole possessor of knowledge, merely the one with more experience in approaching its development.

Gallos noted that women students are less likely to work in groups, a tactic associated with classroom success, due to self-doubt and feelings of inadequacy.

She learned to start each class with messages of "where have we been and where are we going" about past progress and connection to present topics, and to praise and encourage students.

"We are at a new frontier," she says, noting that for the students, confirmation and community were prerequisites rather than consequences of learning.

If higher education is to create "equitable environments that maximize human learning," she says this has implications for the current educational model of rugged student individualism in exams, reports and assignments.

– ***Journal of Management Education,*** February 1993.

Sex and Race Determine Workers' Pay and Authority

Seeking to dispel the myth that black women unfairly capitalize on their double-minority status, Ohio State University researchers Gail M. McGuire and Barbara Reskin found that employers discounted both women's and blacks' credentials.

Based on a 1980 survey of 1,216 workers of which 28% were black and 48% women, they discovered that white males had significantly more authority and earnings. The disparity was far greater between the sexes than between the races.

Employers tended to over-reward men's credentials in education and seniority.

If black women received white men's rates of payoff for education and seniority, their earning would have increased by $7,000, while those of black men would increase $2,050 and those of white women $6,865.

– ***Gender and Society,*** December 1993.

Confidence in Career Choices Linked to Campus Ties

For women students especially, having confidence in their ability to plan and make decisions about their careers correlates directly with how integrated they are into the campus social and academic scenes.

Studying 418 underprepared undergrads enrolled in the University of Minnesota's General College, researcher Shari L. Peterson also found a correlation between students' identifying career goals and their staying in school to reach them.

Asserting that the social and intellectual development of students should be institutional goals, not just keeping up the schools' body counts, she lists three ways to increase students' feelings of self-worth:

- performance: they've already performed some of the tasks;
- vicarious modeling: they see others being successful at the tasks;
- verbal persuasion: positive feedback from others.

"When you look at the intercorrelations between confidence and feeling connected, the correlation is greater for women than for men," almost twice as strong, she notes.

Peterson says other researchers have explained the differences as resulting from men's already being socialized to feel they belong in higher education, while women students feel less connected.

She suggests that incorporating career planning and decision-making into classes, particularly for those who do not know their degree aspirations, would help colleges shift away from just predicting attrition and be a positive step toward preventing it.

– ***Research in Higher Education,*** December 1993.

THE LAST LAUGH

Mission: Possible

It's been two years now that WIHE has been publishing: Time to turn a dream into the reality that you are reading, time to see some results. Now it's time to reevaluate where we go from here.

Sometimes feedback brings reminders of goals. Subscriber Donna Brandmeyer of Daytona Beach Community College jotted on her renewal notice that her title changed from Dean of the Department of Nursing to Director, Evening/Weekend College. "Note promotion! Assertiveness pays!"

In a phone call, she said she used direct confrontation on the new president of the college, telling him that her skills were not being utilized, her PhD knowledge was useful beyond being a department chair, and he needed a new college for adult learning and she would be a good director.

Sometimes feedback is puzzling, like the long letter from a subscriber who would not be renewing because she feared we intended to include recipes and spot removal tips. We wrote back, explaining it was on the August issue's "Wish List" as a joke, and the only recipe would be For A Woman's Success: "Think like a man, act like a lady and work like a dog," an old but still true adage.

Sometimes feedback is challenging, like those whose sticky questions will become future articles: "learning to 'manage up' to enlighten conservative leaders at the top, whose support makes a difference." Another reader writes, "I work at a small community college in an area that is still in the dark ages - economically, educationally and gender-equity-wise. I need all the help I can get to overcome the prevailing attitudes, and to help others as well."

After two years of education and change, it's also time to reevaluate and revise our mission statement. The new mission statement is:
To enlighten, encourage, empower and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and goals on campus and in society.

Another Way of Communication

Challenged to make its campus more student-friendly, the University of Wisconsin-Platteville has come up with a new way to provide student access to at least one part-time faculty member who is on campus only three days a week.

For a computer instructor who lives a long-distance phone call away, the campus is providing an 800 phone line. A business reports costs of $9 per hour.

Everything's Coming Up Roses

After announcing that the new *WIHE* editorial and marketing team would free me to do other things (November, 1993), including smelling the roses, I've been accused of clairvoyance in predicting the University of Wisconsin Badgers' trip to the Rose Bowl.

It's Her Turn: January 17 Contest Deadline

To support and encourage programs that support and encourage women on campus, *WIHE* will award an expense-paid trip to a conference of choice to the winning entry. See page 13 of the December 1993 issue for details. Don't miss the January 17, 1994 deadline.

Planning Ahead

Orlando in the first week of January can be nice, especially when it includes the 7th Annual International Conference on Women in Higher Education, sponsored by the University of Texas at El Paso. With at least 35 of the 102 sessions directly related to editorial topics covered in *WIHE*, reports from the conference are sure to be valuable to readers.

Wanted: Authors and Manuscripts

In 1994, WIHE plans to publish several reports and books and manuscripts. If your thesis, research or opinions may be of interest to other readers and you'd like to spread the word, contact us for details.

And for 1994...

As we enter a new year, may all *WIHE* readers in our network of more than 8,000 gain the peace and prosperity that will bring them happiness throughout the year.

MDW

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•WOMEN IN HIGHER EDUCATION

FEBRUARY 1994
Volume 3, No. 2

Women in "Acting" Jobs: Free Sample or Inviting Trouble?

An interim position can be the chance of a lifetime, or a fast track to burnout. Evidence shows that it all depends on how you handle the offer and the transitional role, and on the job itself.

While some may disparage interim campus administrators as lame ducks ("*only* an acting dean"), the positions offer women some advantages.

They let you try out a job, to see if you like it and are good at it, without committing yourself for the long term. For some, a trial run whets the appetite. Others learn that they're happier in their former positions, without having to go through life wondering whether they should have higher goals.

They can instill confidence and reveal hidden talents. In her PhD study of interim presidencies presented at the 7th annual Women in Higher Education Conference in January, University of Oklahoma researcher Mary Everley found "the interim presidential experience boosted the confidence of the individuals. Not knowing whether they could handle the job, the former interim presidents who had not seriously considered it before were more open to the prospect."

Through the Glass Ceiling

For women, high-level acting positions can provide a crack in the glass ceiling, softening up the administration toward the idea of having a woman in the permanent job. Some say Judith Rodin would not have won the president's job at the University of Pennsylvania if the interim president before her hadn't been a woman.

The extra media attention given to a woman interim president helps raise awareness and win fans. It can also help the woman "realize what a hot property she is," Everley points out.

But if a woman in an interim position falls short, the conclusion may be that "a woman can't handle it," rather than simply that this particular woman wasn't right for the job. Critics rarely come to the same conclusion after a man's failure.

Tokenism or Toehold?

Anecdotal evidence suggests that women get acting posts more often than men, relative to their proportion of the available pool of administrators.

For example, in the 26-campus University of Wisconsin system in 1992-1993, women held 40% of the acting posts but only 21% of the permanent ones, counting all chancellors, provosts, vice chancellors, associate and assistant vice chancellors, and deans in the system.

The Wisconsin system did hire its first woman president, Katharine Lyall, in 1992, but only after she had served twice as acting president.

Coincidence? Maybe. But Everley found the interim president position to be a stepping stone to a full presidency nearly twice as often for women as for men. In her survey of 134 public doctoral- granting universities, 56% of the women went on to permanent presidencies, but only 36% of the men.

What About Your Day Job?

Those who keep their original post while stepping into an acting position are most at risk for overload and burnout, and their authority may suffer from the ambiguity, says Everley.

A woman who also continued in her permanent position as academic VP noted that she sometimes had to ask people, "'Are you talking to me as president or vice president?' I don't think they ever stopped thinking of me as vice president." Other respondents found dual appointments extremely demanding, exhausting and "a very bad idea."

With the title should come the trappings, says Everley: the office, the salary, the perks and the

Ask Before You Accept:

- **Do I want the permanent position?** Will my accepting an interim job jeopardize my chances?
- **Am I willing to test myself** in the new role?
- **Are they willing to give me the trappings,** or do they expect me just to mind the store?
- **What has been the history** of interim people in this department or on this campus?
- **Can I negotiate a guarantee** to stay in my old job when (and if) the interim post is over?
- **What effects** can my taking the interim post have on my school, other women on campus, my self, my family, my future career?
- **Could I walk away** from it all if the job didn't work out to be mutually beneficial?

abrogation of other responsibilities. "The symbolism of these accommodations is significant for the interim [office-holder] and for the public. To offer less is to imply that the person is less."

Acting: To Be or Not To Be?

Everley's respondents described their interim experiences fondly and enthusiastically.

They "gained respect at the institutions where they served and many parlayed the experience into a presidency of their own." Most saw it as a positive experience, a chance to learn how the university operates and to evaluate their own strengths and weaknesses as they planned their future careers.

She found campus constituents supportive, "particularly of the female interim presidents and of interim presidents they saw as nonthreatening."

But she cautions that anyone considering a high-level interim appointment should discuss their candidacy for the permanent position, and their post-appointment employment, with the appointing authorities before accepting the post.

In some cases the interim office-holder must agree not to be a candidate for the permanent job. What if they do well, like it and then want to stay?

The Cons and Pros

Interim adminstrators who aim for the permanent job, but are not selected, may risk their futures at that school, Everley found. Some respondents questioned being able to return to a former job and perform effectively and enthusiastically after rejection for a higher position.

Permanent office-holders may want to appoint their own deputies or restructure administration. Or they may simply find the previous office-holder a threat. One respondent returned to her chief academic officer's position, only to have the new president ask her to leave after two months.

Because of such concerns, one experienced respondent demanded a contract guaranteeing his employment after the interim appointment.

Overall, "interim presidents who had been candidates for presidencies but were not selected did not remain long at their institutions," Everley found. But it was hardly the kiss of death for their careers: "All of these individuals, while spurned by their home institutions, went on to become presidents" at other schools.

And because acting appointments serve a critical role by making a smoother transition and allowing leaders to concentrate on the search instead of worrying about the school, leaders are usually grateful for an interim president's service.

Even for noncandidates, Everley found the interim position often enhanced their status, leading to a better title, more responsibilities and/or a raise when the interim appointment was over.

JH

Mary Everley, who recently received a PhD in higher education from the University of Oklahoma Department of Educational Leadership, can be reached at (405) 325-3521.

IT'S HER TURN

Eastern College's New Center for Christian Leadership Serves Women

"Historically, the church has not been user-friendly to women gifted in leadership, although the church has always been rich in women leaders," explains Julie Anderton, founding director of the Center for Christian Women in Leadership at Eastern College (PA) since 1992. "Now the women's movement has pushed us forward to a place where we can begin examining our roles as leaders."

Hundreds of Christian women leaders surveyed sought resources for growth and renewal, and models of leadership that build on their strengths and experience as women and Christians. Most of all, they wanted a place to meet with others to tell their stories, and get feedback, support and understanding.

The Center provides a study center and library, and holds seminars, conferences and retreats on the Eastern campus and at other Christian colleges.

Goals include developing alternative leadership models that transcend gender roles, and dispelling stereotypes of Christian women in leadership roles.

Since 1992, the mailing list grew from 100 to 2,000, with more 250 women now enrolled in programs, and its budget has nearly tripled.

Required to be self-supporting, the Center has already raised half its budget for 93-94, although it sends out only one appeal letter a year, Anderton says. Donors of $1,000 become Charter Partners, with a voice in helping to direct the program.

Plans for 1994 include a conference on women in higher education, "Voices and Visibility," June 16-19; a program "Cultivating the Depth and Sacredness in the Life of the Leader," and setting up an African American Heritage Institute.

WOMEN IN HIGHER EDUCATION

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PROFILE

Carol S. Hollins, Chair, Midlothian Campus
John Tyler Community College, VA

"You Have to Be Something Other than A Conformist to Make Things Work."

When Carol Hollins graduated from high school and entered Bishop Junior College in Mobile (AL) in 1970, she had no idea she'd leave higher education five years later with a PhD.

The third child of ten, Hollins had a key role model: her oldest brother, a teacher and the first in the family to go to college. Eyeing his new car and house, Hollins decided on college.

Community College Opens Doors

Hollins credits the junior college with opening the door to her career: "I would not be in college administration today were it not for the community college," where her early success brought encouragement to go on for a bachelor's degree.

At Alabama State University, Hollins met a professor working to bring minorities into the growing field of institutional research. On his federal grant, she went to Ohio State University for a master's degree and stayed for a doctorate in educational research and development.

> *For a long time I felt that institutional research was on the perimeter of higher education, but now I see it as central.*
> – Carol Hollins

Now as a community college administrator, Hollins builds on her experience and insight into their unique role and nurturing environment.

"I'm a product of the community college, and a proponent of that mission, knowing the benefits first-hand," she says, citing their smaller size, flexibility and many opportunities for innovation.

Same School, New Challenges

Although she's been at Tyler for 11 years, Hollins doesn't tire of her job, partly due to new challenges constantly coming her way. As associate dean of instructional and support services as well as head of the one-year-old Midlothian campus, Hollins is responsible for both academic and student support services, bridging areas that usually are kept separate.

She has found shaping Tyler's new satellite campus very exciting and gratifying. "Every day is different. I've become addicted to academic administration," she laughs.

Welcoming Student Contact

On top of her administrative duties, this semester she is teaching statistics, which she hasn't done since her days at Virginia Union University, where she was associate director of institutional research and planning after getting a PhD. She welcomes "the opportunity to remain in close touch with the faculty and student body, and stay abreast of their concerns."

Networking is a priority for Hollins, who participates in a campus group that encourages professional women in midlevel management to "stretch themselves," seek terminal degrees or other professional development.

She finds the men on campus "supportive, but they do have a keen interest in what we do when we come together. Of course, they've been doing it all along, but just don't realize it!"

Success is the Best Revenge

Has she been disadvantaged as a minority female? "Not a day goes by that I'm not keenly aware of being a minority and a woman, but I chose not to dwell on it as a student, nor now as a professional," she says. "We must be unrelenting in addressing inequities, but take care not to fan the flames in the wrong direction," she cautions.

When women are judged by a different standard, she says, "What is necessary as a professional transcends gender. First and foremost, nothing can replace being a person of integrity. We must do our work in a quiet and professional way, and then take delight in proving the naysayers wrong!"

She adds: "Be hardworking, knowledgeable and, especially as women, be willing to stretch and try something different when an opportunity presents itself. I have never mapped out a five-year-plan. Instead I take each new challenge as it comes, and try to be prepared for it."

Hollins' work as an institutional researcher before entering administration provides insight into academic mechanisms. It ranged from enrollment projections to studies of faculty workload and space use. In an era of belt-tightening and increased accountability, institutional research has become critical, she says. "For a long time I felt that institutional research was on the perimeter of higher education, but now I see it as central."

She networks through leadership in the Association for Institutional Research, from which she received the Workaholic Award in 1992.

Advice is "Just Do It"

It may sound like an ad jingle, but the advice is a personal philosophy for Hollins, who believes in a bootstraps approach to change. "When presented with issues, just do something. Be willing to test the waters and take risks. Change is inevitable, especially in higher education," she observes.

She adds, "You have to believe in yourself. I'm not a maverick by any stretch of the imagination, but you have to be something other than a conformist to make things work." ■

JH

Campuses Struggle to Define Sexual Harassment

Sexual harassment is used to belittle, demean and control, in short, exert power over a person. They're starting to "get it" about not touching, but those on campus find verbal and psychological sexual harassment much more difficult to define operationally. Here are examples of the problem:

Harassment Or Academic Freedom?

Historically, campus administrators have been reluctant to invade the sanctity of the classroom. Now comes a new concept that changes traditional classroom dynamics: sexual harassment. Faculty may not do whatever they want in their classes if students consider it degrading, offensive or hostile.

At the University of New Hampshire, charges against professor J. Donald Silva show what happens when professors not only "just don't get it," but use "academic freedom" as a defense. Silva's controversy began two years ago, when six women students complained that he repeatedly used sexual metaphors to describe writing concepts, and 26 of 60 opted to transfer out of his classes.

Although the University receives about a dozen complaints of sexual harassment a year, all but his have been resolved through informal mediation ever since a formal procedure was set up in 1987.

After 22 hours of hearings before panels of students and professors, the University required Silva to take a one-year leave of absence without pay, seek counseling and apologize for creating a "hostile and offensive academic environment."

Affirmative Action Director Chris Burns-DiBiasio says the school's panels also considered confidential information as well as public facts.

"Sometimes when you look at the facts in isolation" the effect differs from when you "hear how the facts affect the students, their academic pursuits and their relationships with faculty," she notes.

Silva sued the University in November in federal court for restricting his academic freedom. Supporters say the case illustrates how vulnerable the faculty is to charges of sexual harassment, while the University contends he is trivializing the concept of academic freedom. No trial date had been set.

Burns-DiBiasio is setting up a spring campus series of educational symposiums on reconciling the issues of sexual harassment and academic freedom.

Harasser or Persistent Suitor?

Yet more questions arise when cultures clash and students are accused of harassing each other.

At Swarthmore College (PA), Ewart Yearwood, a Hispanic from New York City, is accused of harassing Alexis Clinansmith, a white freshman from a Michigan suburb, by lurking outside her classes, following her and repeatedly asking her for dates.

"I was perhaps more persistent in trying to date her and strike up a relationship with her than she wanted or than I should have been," the Associated Press quotes Yearwood as explaining.

Swarthmore's response was to offer him a free spring semester at any school he chose, a deal he accepted until Columbia University rejected him for grades. Hoping the problem, and Yearwood, will go away, Swarthmore is trying to find him a new school.

Manipulative Social Support?

Overt sexual harassment still exists, but there are more subtle ways to control women faculty and administrators, by consciously manipulating their social support, says Lawrence Rifkind, Dean of Arts and Sciences at Georgia State University.

Calling manipulative social support just another form of sexual harassment, he addressed the Jaunary Women in Higher Education conference.

Social support can be defined as *verbal and nonverbal communication that reduces uncertainty about a situation, the self, the other or the relationship, while enhancing the perception of personal control of one's life.* It helps cope with life, especially stressful situations.

In a dysfunctional relationship, he explains, "these linkages can be chains" used to manipulate and control one with less power, and identifies four types of manipulative support common on campus.

Support as a commodity leads to a bargaining and negotiation process, a quid-pro-quo form of sexual harassment in which the recipient feels an indebtedness to the benefactor. But the recipient never knows when it will be time to call in the chits. Will the department chair who grants you release time then expect your support for his ideas?

Support as information access. Those in power may pump a new faculty member for information, but either fail to provide information in return or deliberately give wrong or distorted information. Women who are unaware of departmental politics and dynamics are particularly vulnerable, he says.

Support as co-dependency leads to the view of higher education as an "addictive system within an organization that self-perpetuates." Because those in power feed off each other, the newcomer is obliged to go along, he says, recalling being asked to reorganize his department's committee structure as a new faculty member. He naively assumed that efficiency should be his guide, unaware that a new structure threatened to disrupt the power held by senior faculty members leading certain committees.

Support as hegemony deals with the issue of a subgroup acquiescing to the demands of the dominant group, often resulting in many phone calls, conversations behind closed doors and a "wait until we get our turn" attitude.

In a department historically dominated by males, junior faculty females often must bide their time until they reach a critical mass and influence.

That's the way it works in higher education, Rifkind says. Those unwilling to accept the self-perpetuating system should get out, get mellow, get an organized opposition or get an outside source of social support to minimize negative effects.

That's the good news: Women can build their own social support systems and find unconditional encouragement from colleagues, administrators, associations and informal channels on or off campus.

CAREER CONNECTIONS

To assure that the pool of candidates for positions on your campus includes qualified women, alert your school's human resources department and chairs of search committees to this new resource. For additional information on how to reach 7,500 women readers for just $170, call Chris Carman at (608) 251-3232. Deadline is the 20th of the month.

Superintendent-President
Solano Community College

SOLANO COMMUNITY COLLEGE

The Governing Board of Solano Community College invites applications and nominations for the position of Superintendent-President. The College enrolls more than 12,000 students in credit classes each semester and another 6,000 each year in non-credit continuing education. The campus is located just off Interstate 80, halfway between San Francisco and Sacramento.

UNIQUE CHALLENGES AND OPPORTUNITIES

In the next five to ten years, the new Superintendent-President will have the opportunity to provide strong visionary leadership with a high degree of integrity, innovation and commitment in the following areas:

To lead the college in a period of uncertain funding and increasing demand for services caused by rapid population growth. To continue the College's commitment to and practice of interest-based collective bargaining. To develop a long-range planning process that includes a strategic plan and annual action priorities. To continue the campus commitment to shared governance and to provide leadership in the clarification of the funtions of the constituent groups. To deal creatively with the effects of the closure of the Mare Island Naval Shipyard including working closely with city, county and employee groups to develop and provide necessary training opportunities and land reuse options. To facilitate the construction and staffing of a new educational center in Vacaville. To work with the faculty, staff and the Board to ensure that the College responds to the need for a diverse faculty and staff reflecting the district's changing demographics. To promote the utilization of quality management principles and practices in all College programs and services. To work as a team with the Governing Board and to assist the Board in its efforts to become more effective as a policy-making body.

EDUCATION AND EXPERIENCE

- A master's degree is required; an earned doctorate is preferred.
- Five years administrative experience at a senior management level (dean, vice president or above) is required. Although experience in an educational institution is desirable, comparable experience in a non-educational setting will be considered.
- Teaching or counseling experience in a post-secondary institution is desirable.

COMPENSATION

Salary, length of contract and other terms and conditions of employment will be negotiated and will be comparable to those of similar districts in California.

BEGINNING DATE

July 1, 1994, or a mutually agreeable date.

THE APPLICATION PROCESS

A complete application consists of the following

- A concise letter of application briefly stating your qualifications and how you would meet the position's unique challenges and opportunities.
- A current resume including home address and contact phone numbers.
- The names and business and home telephone numbers of eight references: two supervisors, two subordinates, two colleagues and two faculty members from a current or former institution.

All submitted information will be confidential. Non-requested materials will not be considered by the Presidential Search Committee.

Nominations and applications will be accepted until the position is filled. The Presidential Search Committee will begin its review of applicants' materials on February 22, 1994. Submission of materials prior to that date is strongly encouraged. Submit nominations and application materials to:

Dr. Tom Van Groningen
Presidential Search Consultant
Solano Community College
4000 Suisun Valley Road, Suisun, CA 94585 FAX (707) 864-7143

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COUNSELING PSYCHOLOGIST II
UNIVERSITY OF CALIFORNIA, SANTA CRUZ

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Senior Vice President and Provost for Baccalaureate and Graduate Education
University of Cincinnati

(930P0455) The University of Cincinnati, established in 1819, invites applications and nominations for the position of Senior Vice President and Provost. Located in historic Clifton, a residential district of one of the nation's most livable cities, the University offers over 200 degree-granting programs of study from the associate to the doctoral level. With an endowment of about $400 million, UC ranks sixth in the nation among public institutions' endowments. It is one of two comprehensive research state universities in Ohio, serving over 35,000 students with 2,700 full and part-time faculty in 15 colleges. Extensive research facilities are being expanded to support an institutional commitment to excellence in research capabilities — currently external funding is over $100 million.

Reporting directly to the President, the Senior Vice President and Provost has two interdependent roles. As Provost, this individual serves as the Chief Academic Officer responsible for all undergraduate and professional divisions of the University, with the exception of those within the Medical Center. Responsibilities include, but are not limited to, academic program development and planning, faculty relations under shared governance, student affairs, fund raising and development, and budgetary operations associated with all of the aforementioned. The Provost is expected to be involved in community relations and provide leadership in state-wide issues of concern to higher education.

In the role of Senior Vice President, the individual is responsible for administrative areas as designated by the President and working with the Senior Vice President and Provost of Health Education as a partner in planning and managing strategic issues University-wide.

The successful candidate should have an earned doctorate and distinguished scholarly or creative accomplishments and teaching experience; significant administrative experience; program planning and evaluation; familiarity with major issues of concern to the arts and sciences, the professional colleges, graduate education, graduate professional programs, and two-year colleges; ability to establish positive working relationships with faculty, students, staff and other constituencies; a firm commitment to affirmative action and cultural diversity and knowledge of budgetary procedures.

Salary will be commensurate with experience. Interested persons should forward letters of nomination or application, resume and a list of references to: **Dr. Constantine Papadakis**
Dean, College of Engineering
Search Committee Chair
University of Cincinnati
Cincinnati, OH 45221-0566

Review of resumes will begin January 15, 1994, and continue until a suitable candidate is selected.

The University of Cincinnati is an affirmative action-equal opportunity employer. Women, minorities, disabled persons, Vietnam era and disabled veterans are encouraged to apply.

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University of Illinois
at Urbana-Champaign

Vice Chancellor for Research and
Dean of the Graduate College

Nominations and applications are invited for the position of Vice Chancellor for Research and Dean of the Graduate College at the University of Illinois at Urbana-Champaign. This official is one of four Vice Chancellors reporting to the Chancellor of the Urbana-Champaign campus, and is a key campus-level academic administrator.

The responsibilities of the position include: the promotion and maintenance of excellence in research and scholarship; the promotion of excellence in graduate education and oversight of graduate programs; administration of service and research units reporting to the office of the Vice Chancellor for Research and Dean of the Graduate College; interaction with public and private sources of support for University research activities; formulation, implementation, and administration of policies regarding patents, copyrights, and intellectual property rights in research agreements with private sponsors; coordination of computing and telecommunications resources for the campus; and administration of federal and state regulations relating to research activities.

The Vice Chancellor and Dean should have a commitment to excellence in research, scholarship, and graduate education in all areas of a leading, comprehensive university, as well as to equal opportunity and affirmative action. He or she should have the following qualities: leadership ability and success in working with agencies which support research, both within and outside the University; ability to work with administrative units and faculty to maintain and strengthen the University of Illinois at Urbana-Champaign as a major center of the highest quality graduate education and research; and an outstanding record in research, scholarship, and teaching, with experience in supervising Ph.D. theses. Candidates should be eligible for a faculty appointment in an academic unit.

Salary open. Position available August 21, 1994. To be assured of full consideration, nominations or applications (including resume) should be submitted by March 1, 1994 to:

Professor Jane Liu, Chairperson
Search Committee for Vice Chancellor Research and
Dean of the Graduate College
University of Illinois at Urbana-Champaign
Swanlund Administration Building
601 East John Street
Champaign, Illinois 61820
Attention: Associate Chancellor Richard F. Wilson (217/333-4238)

The University of Illinois is an Affirmative Action, Equal Opportunity employer.

Kutztown University of Pennsylvania
Coach for Women's Teams

Full-time Assistant Coach for two women's sports - basketball plus one of the following: soccer, volleyball, softball, field hockey or track and field. A bachelor's degree is required. Master's preferred in physical education, exercise physiology or some related area. Collegiate coaching or playing experience in basketball and one of the other sports mentioned is required. A demonstrated commitment to women's sports is essential. The successful candidate must posses first aid and CPR certification prior to employment and pass the NCAA Recruiting certification test. Position to be filled, between April and August 1, 1994 depending on the availability of the candidate. Submit a letter of application, resume and two letters of recommendation for each sport (minimum of four letters) relating to your qualifications and experiences to arrive no later than February 10, 1994 to Clark Yeager, Director of Athletics, Keystone Hall, Kutztown University, Kutztown PA 19530, (610) 683-4094.

Kutztown University is an affirmative action/equal opportunity employer and actively solicits applications from women and minorities.

CENTRALIA COLLEGE
Dean of Instruction

Centralia College is seeking applications for the position of Dean of Instruction. Centralia College is the oldest comprehensive community college in the state of Washington, providing quality academic and vocational programs to citizens of southwest Washington. Located on I-5, midway between Seattle and Portland, the college is close to mountain ranges, oceans beaches, parks and recreational areas.

The Dean of Instruction is the administrative officer responsible for planning, organizing and implementing instructional programs that keep pace with the changing needs of the community. The Dean of Instruction, along with the Dean of Administration and the Dean of Students, reports to the President and is a member of the College Council, a participatory governance board. This dean is responsible for the leadership, implementation and coordination of academic and vocational education, continuing education, extended education, scheduling, and instructional budget.

Qualifications: Master's Degree required, Doctorate preferred. Minimum three years of successful administrative experience, preferably in a community college. A minimum of five years teaching experience in higher education.

For a complete application packet, please write to the Personnel Office, Centralia College, 600 W. Locust St., Centralia WA 98531 or call (206) 736-9391, Ext. 431. (TDD Access 206 736-9391, ext. 833) Closing date is February 28, 1994, at 5 p.m. Salary is competitive.

Equal Opportunity/Affirmative Action Employer

ARTS, SCIENCES, BUSINESS PROFESSOR/DEPT. HEAD

Kansas State University-Salina is seeking applications for Professor/Dept. Head of the Arts, Sciences, & Business Dept. This position reports directly to the Dean of the College of Technology and is responsible for the administration, management, evaluation & development of the department. Some teaching is required. The department provides the core curriculum for both two and four year programs within the various technologies and offers Arts, Science & Business courses to meet the needs of the community.

QUALIFICATIONS: Candidate must have a minimum of a PhD, or an appropriate earned terminal degree in Arts, Sciences or Business. Candidates must have administrative and leadership experience in facilitating effective teamwork, teaching and professional growth and development. Candidates must also have at least 5 years of college level teaching experience in one of the subject fields characterized by the mission of the department. We are looking for a Renaissance person who combines a love of the humanities with an equally strong concern for technology. Candidates should have experience in their field outside the academic world.

APPLICATION DEADLINE: 4-20-94. START DATE: 8-1-94. SEND LETTER OF APPLICATION, RESUME, TRANSCRIPT & THREE PROFESSIONAL REFERENCES TO:

Mitch Barnes, Chair
ABS Search Committee
Kansas State University-Salina
College of Technology
2409 Scanlan Avenue
Salina KS 67401

Kansas State University is an equal opportunity employer & actively seeks diversity among its employees.

BATES COLLEGE

Assistant/Associate Dean of Admissions and Coordinator of Multicultural Recruitment

Bates College invites nominations and applications for an appointment to its admissions staff.

Bates College, located in Southern Maine, 140 miles north of Boston and 25 miles from the Maine coast, is a highly selective liberal arts college of approximately 1,500 undergraduate students and 144 FTE members of the faculty. Bates is recognized among the nation's leading colleges of the liberal arts and sciences.

The Assistant/Associate Dean and Coordinator of Multicultural Recruitment will be responsible for the planning and administration of the College's multicultural recruitment program. The Assistant/Associate Dean will work closely with colleagues in admissions as well as faculty, students and alumni/ae volunteers.

This position will involve the full range of admissions work: interviewing, travel, folder reading, management of geographic territories, and other administrative responsibilities. We value energy, imagination, good counseling skills, the ability to write and speak with precision, some familiarity with computing, and organizational/administrative skills.

We require a BA/BS degree, and prefer two years of experience in admissions or a related field. Appointment at the Associate Dean level will be dependent upon experience and professional accomplishment.

The deadline for application is **FEBRUARY 18, 1994.** Please send a letter of application and résumé to:

ADMISSIONS SEARCH COMMITTEE
PERSONNEL OFFICE
LANE HALL
BATES COLLEGE
LEWISTON, ME 04240

Bates College values a diverse college community and seeks to assure equal opportunity through a continuing and effective Affirmative Action program. We welcome applications from women and minorities.

VICE PRESIDENT FOR STUDENT AFFAIRS

United States International University
San Diego

THE UNIVERSITY: Under new leadership, United States International University is placing greater emphasis on its student life program to meet the needs of its unique population - traditional undergraduates, international students, and nontraditional graduate students. We seek an energetic, creative Vice President for Student Affairs to lead this effort.

United States International University is a private, independent university located in a residential suburb of San Diego with other campuses in Mexico City and Nairobi. Enrolling nearly 2,600 students, 1,500 of whom are at the San Diego campus, USIU offers baccalaureate degrees, master's degrees in International Relations and Leadership, and master's and doctoral degrees in Education, Psychology, Marriage and Family Therapy, Business and International Business. With students from 88 different countries and a diverse faculty, USIU thrives in an environment of global understanding and multicultural perspectives.

RESPONSIBILITIES: The Vice President is the chief student affairs officer, reporting to the President and serving as a member of the President's cabinet. The Vice President for Student Affairs provides the administrative leadership and policy development for student and campus life programs that will meet the needs of a diverse population. Specific areas of responsibility include: enrollment management and student retention; financial aid; counseling; residential life; international student services; health services; student activities; registration and placement; orientation, commencement and other special events; judicial and disciplinary affairs; and the Elderhostel program. The Vice President also advises the student council and various student international clubs.

QUALIFICATIONS: Candidates must possess the following minimum qualifications: an earned doctorate from an accredited institution; six to eight years of progressively responsible student affairs or other relevant experience; sensitivity to and knowledge of other cultures and customs; knowledge of student development techniques; excellent written, oral and human relations skills; the creativity and sensitivity necessary to develop a sense of community in a very diverse environment.

APPLICATIONS AND NOMINATIONS: Candidates should send letter of application and a résumé, including the names, addresses and telephone numbers of five professional references to Ms. Anita A. Gomes, Office of the President, United States International University, 10455 Pomerado Road, San Diego, CA 92131. Review of applications and nominations will begin February 15. The appointment is effective no later than June 1, 1994.

As a University with a highly diverse student population and commitment to multicultural and multinational education, United States International University is an equal opportunity, affirmative action educator and employer.

LEHIGH UNIVERSITY

Director

Office of Research and Sponsored Programs

This position is a non-tenured, professional position reporting to the Vice Provost for Research and Dean of Graduate Studies. Lehigh University has 4,400 undergraduate and 2,000 graduate students. Graduate degrees are offered in twenty-six diverse academic fields in four colleges. The University is located in the Lehigh Valley metropolitan area with a population of 700,000 with extensive cultural, educational and recreational activities available and with easy access to New York City and Philadelphia.

The Director provides leadership to a nine person office responsible for pre-award through post-award administration of all Lehigh's sponsored programs. Annual external research expenditures for the University total over $30 million.

Excellent oral and written communication and human relations skills are required. The candidates should have eight to ten years' professional administrative experience including a minimum of four years of university research administration. An MBA or similar advanced degree is desirable. Knowledge of compliance issues related to sponsored programs is required. Other skills should include the ability to exercise leadership in research and program development. Also required is some understanding of technology transfer issues as well as familiarity with computer and database access.

Salary will be commensurate with experience and qualifications. Applications will be accepted until March 1, 1994 and should include a résumé with the names, addresses and telephone numbers of three professional references.

Please send the information to:

Dr. Roy C. Herrenkohl
Vice Provost for Research and Dean of Graduate Studies
Lehigh University
5 East Packer Avenue
Bethlehem, PA 18015-3181

Lehigh University is an equal opportunity employer, M/F.

CLARION UNIVERSITY

Assistant to the President for Social Equity

Clarion University of Pennsylvania invites nominations and applications for the position of Assistant to the President for Social Equity.

The University: Founded in 1867 and located in scenic western Pennsylvania, Clarion University enrolls 6,200 students at two campuses, one in Clarion and the other in neighboring Oil City. Committed to offering a substantial general education core and making the latest in technology available to its students in their majors, Clarion University offers associate, undergraduate, and graduate degrees.

Responsibilities: Extending beyond traditional concerns for affirmative action and equal opportunity, Clarion University's social equity commitment relates not only to those legally protected on the basis of ethnic background, sex, disability, veteran status, and age, but also reaches out to the educationally and economically disadvantaged. Reporting to the President, the Assistant will serve as a member of the President's Executive Council and as the President's liaison to state and federal government agencies and to the State System of Higher Education on matters related to social equity. Additionally, the Assistant will work with University Commissions and the Office of Minority Student Services. The Assistant to the President will serve in a leadership, advocacy, and communication capacity with the following responsibilities: review existing policies, procedures, and practices and take initiatives to resolve problems and concerns; enhance institutional and personal understanding of, and sensitivity and commitment to, social equity activities at Clarion University; and coordinate institutional efforts in the social equity arena, strengthening existing programs and establishing new ones.

Qualifications: Clarion University is seeking a creative, dynamic institutional leader with demonstrated commitment to and effective leadership experience in the social equity arena. Other qualifications include effective written and oral communication skills, the ability to motivate others, an understanding of the complexities of higher education institutions, and a familiarity with affirmative action/equal employment opportunity laws, regulations, and guidelines. A master's or law degree is preferred.

Appointment and Applications: Salary and benefits are competitive, appointment on or before July 1, 1994. Candidates should submit a letter of application; résumé; and the names, addresses, and telephone numbers of five professional references to: Ms. Linda Hawkins, Search Committee Coordinator, Office of the President, Clarion University, Clarion, PA 16214. Review of applications will begin February 18, 1994, and will continue until the position is filled.

Clarion University is building a diverse academic community and encourages minorities, women, Vietnam veterans, and persons with disabilities to apply. AA/EOE.

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Morgan Community College
DEAN OF ACADEMIC AFFAIRS

The Chief Academic Officer of the College, reporting to the President. Responsible for the management of resident & extended instruction including plans, budgets, and evaluation of occupational studies, general studies, continuing education, remedial and sponsored education. Library and student services report to this office.

REQUIRED: Earned doctorate (or substantial progress); five years' educational administration experience; clear evidence of successful teaching experience; evidence of leadership abilities and communication skills; and a commitment to academic excellence. **DESIRED:** Experience in distance learning.

MCC is one of 11 colleges comprising the Colorado Community College and Occupational Education System. Enrollment is about 800 FTE (2000 headcount), over half off-campus. Service area includes seven eastern Colorado counties including a correctional facility. Located 80 miles NE of Denver, 80 miles from the Rocky Mountains.

Nominations or applications, with a résumé, and three reference letters, should be sent to **Evelyn Kral, Chair, Search Committee, Morgan Community College, 17800 Rd. 20, Fort Morgan, CO 80701.** Reviews begin March 1 and continue until the position is filled, with preference to applications received before March 15.

STARTING DATE: July 1. Salary $50,000-$60,000 with excellent benefits. AA/EEO Employer; TDD (303) 867-3081.

Assistant Director of Business Affairs - Business Systems
University of Illinois at Urbana - Champaign

Nominations and applications are invited for the position of Assistant Director of Business Affairs - Business Systems at the University of Illinois at Urbana - Champaign. This administrative officer, who reports to the Chief Financial Officer at the campus, is responsible for enhancing the effectiveness and efficiency of business operations. In support of this activity, the individual will be involved in the design of the University-wide and campus business systems, recommendations for changes in equipment and procedures in operating units, computer networking, forms, training, related documentation and policies, coordinating a Business Affairs newsletter, and supervision of a professional staff.

Candidates should have an extensive understanding of both mainframe and micro computing for use in business operations. Applicants should have thorough experience in problem-solving for a large complex organization. The ability to effectively communicate both in oral and written form is essential. A bachelor's degree is required and significant experience in an institution of higher education is desired.

Salary will be negotiable based upon experience. The position is available July 1, 1994. To be assured of full consideration, nominations and applications (including resume and name of references) should be submitted by March 1, 1994 to:

L. Rea Jones
Assistant to Vice President for Business Affairs
University of Illinois at Urbana-Champaign
Room 104 Coble Hall, 801 South Wright Street
Champaign IL 61820

THE UNIVERSITY OF ILLINOIS IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITIES EMPLOYER

Director of the Counseling and Testing Center
OREGON STATE UNIVERSITY
Corvallis, Oregon

Oregon State University is a comprehensive, land, sea, and space grant research university with an increasingly diverse enrollment of approximately 15,000.

This position offers an opportunity for innovative leadership in the administration of developmental, preventative, and career counseling services, course and workshop teaching, national testing supervision, and consultation with the University community to promote a positive mental health environment.

Qualifications include a doctorate in Counseling Psychology or a related field; license or will become licensed in Oregon as a professional counselor or psychologist; minimum of five years' experience in a university counseling center; and a developmental counseling philosophy. Proven supervisory and administrative skills within this context are essential, as is a demonstrated ability to work with a diverse population, commitment to staff development, and experience in coordination/consultation with other student affairs and university units.

Full-time 12-month appointment effective July 1, 1994. Applications now open; closing March 11, 1994. Review of applications will begin March 1, 1994. For consideration, please submit a letter relating experience to the position, a curriculum vitae and the names, addresses, and phone numbers of four references to: Search Committee, Dr. Nancy M. Vanderpool, Chair, c/o Lorraine Borchers, Oregon State University, A600 Admin Serv. Bldg., Corvallis, OR 97331-2128. Nominations for this position are welcome. Women and minorities are encouraged to apply.

Oregon State University is an AA/EEO employer responsive to the needs of dual-career couples.

DIRECTOR OF DEVELOPMENT
University of South Alabama
Mobile, Alabama

The University of South Alabama seeks nominations and applications for the position of Director of Development. The University, founded in 1963, is a comprehensive urban public university, located in Mobile, Alabama, in a service area of over 1,300,000 people. More than 12,000 undergraduate and graduate students are enrolled in programs in the Colleges of Allied Health Professions, Arts and Sciences, Business and Management Studies, Computer and Information Sciences, Education, Engineering, Graduate Studies, Medicine, and Nursing. The academic environment includes a medical complex of three hospitals with more than 800 beds. The University competes in Division I-A intercollegiate athletics.

The Director of Development will report to the President of the University, and will be responsible for planning and management of key aspects of the University's development program. The responsibilities will include annual and capital fund-raising efforts, as well as planned and major gift programs. Working closely with the President, the Director of Development will be involved in development efforts for all components of the University.

The successful candidate will possess at least a bachelor's degree and five or more years of demonstrated success in fund raising related to academic endeavors. Demonstrated success in planned giving and leadership in capital fund raising are desired.

Completed applications must be received by February 15, 1994. Letters of application, credentials, and nominations should be submitted to: Dr. Albert W. Pruitt, Chair, Director of Development Search Committee, University of South Alabama Medical Center, 2451 Fillingim Street, Mobile, Alabama 36617.

Affirmative Action, Equal Opportunity Employer M/F/D
University of South Alabama

DEAN
SCHOOL OF FINE ARTS
University of Wisconsin-Milwaukee

The University of Wisconsin-Milwaukee seeks nominations and applications for the position of Dean, School of Fine Arts.

The University of Wisconsin-Milwaukee is an urban university in the University of Wisconsin System granting baccalaureate, master's and doctoral degrees. Located on a modern campus in Milwaukee's beautiful lakeside residential area, UWM is organized into twelve schools and colleges and has an enrollment of some 25,000 students.

The School of Fine Arts has eight-nine full-time faculty members who are joined each year by visiting artists from around the world. Drawing on a wide range of undergraduate and master's level programs in art, music, theater, dance, and film, the School offers both professional training for visual, performing, and media artists and a broad range of courses for students from all parts of the University. Its many notable programs include the Institute of Chamber Music and the Professional Theatre Training Program (both are University of Wisconsin System Centers of Excellence), the Fine Arts Quartet, the Community Media Project, and the Electro-Acoustical Music Center. The Art Department is one of the oldest and largest in the Midwest.

The Dean is expected to provide leadership for the School of Fine Arts and exercise responsibility for its academic and administrative operations, including its physical facilities, personnel, budget, and programs. The Dean's areas of responsibility include programmatic development at both undergraduate and graduate levels, outreach activities, non-credit instruction, performances and exhibits, and the University Art Museum.

The position of Dean requires an appropriate advanced degree and a level of professional and scholarly experience that will make the candidate eligible for a position as a tenured professor. The committee will consider candidates who have demonstrated abilities in the following areas: an active background in the fine, performing, and/or media arts with a distinguished record as an artist and/or scholar; intellectual leadership and organizational skills; a commitment to research in the arts; a comprehension of and commitment to interdisciplinary activity in the arts and between the arts and the humanities; demonstrated ability in fund raising; an understanding of and commitment to the University's system of shared governance; and a strong commitment to affirmative action.

Salary Range: $80,000-$100,000. Starting Date: July 1, 1994.

Applications must include a letter of interest, curriculum vitae, and the names, addresses, and telephone numbers of five references. Completed applications must be postmarked by March 4, 1994. Late applications will be returned. Submit nominations/applications to: Professor Kathleen Woodward, Chair, Search and Screen Committee for the Dean of the School of Fine Arts, Center for Twentieth Century Studies, University of Wisconsin-Milwaukee, 3243 N. Downer Ave., Milwaukee, WI 53211; (414) 229-4141; FAX (414) 229-5964. An Affirmative Action, Equal Opportunity Employer. The names of the nominees and applicants who have not requested in writing that their identities be withheld as well as the names of all finalists for the position will be released upon request.

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NEWSWATCH

Anti-Harassment Law Applies to California Colleges and Universities

California students and faculty members can file sexual harassment complaints with the state Department of Fair Employment and Housing rather than take the more costly and circuitous route through the courts, the group's commission ruled.

The case involved a University of California-Berkeley graduate student who accused a lecturer of sexual harassment. Although the commission noted a pattern of unwelcome sexual conduct, they ruled that it did not constitute sexual harassment.

Of greater significance is the commission's ruling that **colleges and universities be considered businesses and held accountable under the state's anti-discrimination law,** as reported in *The Chronicle of Higher Education* January 5, 1994.

Women's Colleges Gain New Popularity

Those 84 women's colleges that stuck it out when others closed or went coed are now enjoying a resurgence in popularity, according to the Women's College Coalition.

Applications are up 14% since 1991 and enrollments are at a 14-year high of 98,000, although they still constitute just 2.5% of all women students at two and four year schools.

Reasons for their increased popularity include a concern over sexual harassment and a desire for women students to flourish in a supportive environment that builds their self-esteem.

Other factors include the track records of their graduates, who are more likely than grads of coed schools to go on for PhD degrees and to become leaders in business and government.

"The Hillary Factor" attracted a record number of applications last year to Wellesley College, her alma mater, and to other women's colleges.

Classes Start for The Citadel's First Woman

Despite a last-minute waiver, the Supreme Court finally cleared the way for Shannon Faulkner to be the first woman to take classes at The Citadel, the last all-male state-supported college in South Carolina. The all-male Virginia Military Institute is also the target of a federal lawsuit.

Janet Reno, U.S. Attorney General who has spoken with Faulkner, said the U.S. Justice Department "remains committed to challenging what we believe is The Citadel's unconstitutional male-only admissions policy."

Same-Sex Couples Sue Rutgers for Benefits

While many other schools have found a way to provide health coverage to same-sex partners, so far Rutgers University of New Jersey has not.

Five faculty members and administrators have sued for benefits retroactive to 1981, when the school adopted a policy that prohibits discrimination on the basis of sexual orientation.

NCAA Sidesteps Gender Equity Debate

By a vote of 840-1, delegates to the NCAA 1994 annual convention passed the proposed principles of gender equity. The lone dissenter, Saint Mary's College of California, was a protest of the NCAA's failure to spell out gender equity and provide guidelines on how to comply with Title IX.

Women dominate the executive committee of NCAA presidents for the first time in history.

Elected division chairs were Judith Albino, University of Colorado, Division I; Judy Ramaley, Portland State, Division II, and Claire Guadiani, Connecticut College, Division III.

Anita Hill Allies to Gain from Book Sales

It was lonely on the witness stand during the 1991 congressional hearings in which Anita Hill related a history of sexual harassment by Supreme Court nominee Clarence Thomas.

But letters of support from thousands of people who also had suffered sexual harassment convinced Hill to write an autobiography, which Doubleday will publish in 1995, and a book on the history of and potential remedies for sexual harassment.

As a tribute to those people who supported her during the ordeal, Hill intends to donate book royalties to five colleges associated with her allies.

Beneficiaries are the University of Oklahoma, where Hill is a law professor, Harvard, Yale, Georgetown and Spelman College.

Feds Find University of California Bias

The EEOC agreed that UC-San Francisco discriminated against psychiatry professor Lynn Ponton when it cut her salary and later fired her as director of adolescent inpatient psychiatry. The chair of the university's advisory committee on the status of women, Molly Cooke, admitted sex discrimination exists on campus. Ponton seeks her job back with back pay.

Leadership Development in Phoenix

Women learn leadership skills and strategies with Carolyn Desjardins at the National Institute for Leadership Development programs in Phoenix AZ.

"Gender-Based Team Building," February 10-15, helps female-male pairs from a school better understand and communicate, and then provide training to others at their school.

"The Next Step" professional development program, February 17-21, is for vice-presidents and deans, with an extra day for those women whose goal is the CEO position.

"Kaleidoscope," March 3-7 offers leadership training for African-American, Native American, Asian and Latina/Hispanic women. For details, call NILD at (602) 223-4390 or FAX at (602) 233-4122.

The New York Times, the *Wisconsin State Journal*, *The Chronicle of Higher Education* and the *Fort Lauderdale Sun-Sentinel* also contributed to this section.

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IN HER OWN WORDS

Unstack the Deck: Strategies to Overcome Search Committee Bias

By Linda McCallister, PhD,
Dean, College of Business and Economics
Christopher Newport University, VA

Although women receive more than half of all associate, baccalaureate and master's degrees and one-third of all doctorates, they have been systematically denied campus leadership positions.

Women comprise just 15% of university and college CEOs. In the dean's position, a stepping stone to top jobs, women are also scarce. More than 50% of business students are women, but fewer than 3% of the American Assembly of Collegiate Schools of Business's members have women deans.

Role of Search Committees

As gatekeepers controlling access to leadership positions in higher education, search and screen committees help select tomorrow's leaders.

But the ultimate hiring responsibility remains with the top administrators who make the appointments. Only their commitment to equality and meaningful change can override a search committee's often androcentric recommendations.

It's amazing how many qualified women surface when search committee members know that you mean business.
– Linda McCallister

Charles Reed, Florida State University System Chancellor, rejected the six male finalists presented to him for the provost's post at the University of Central Florida. He said, "For the provost's search committee to conclude that it can find no qualified women in America to present to the President for his consideration is simply unacceptable."

Strategies for Inequity

Committees often go through the motions of meeting affirmative action requirements, but wind up with a final list of candidates void of qualified women and minorities. Here's what I've seen done:

• **Stacked search committee.** Members often are exclusively white or male, or women who are untenured or even graduate students, or a token woman whose lone voice is unheeded. Another tactic is to include women who are non-assertive or known to be non-supportive of other women.

• **Benign disqualifiers.** Search committees often eliminate women early through overly restrictive qualifications. If a candidate for dean must have been a department chair, many otherwise qualified women are eliminated because chairs are usually elected and male voters still outnumber females.

Add "five years in the post" or "experience as dean at a large or comprehensive university," and the pool of women candidates is effectively zero.

Subjective requirements are "evidence of scholarly contributions suitable for appointment as a full professor" and "appropriate degree." I've seen both used repeatedly to eliminate qualified women from consideration.

Additionally, male candidates totally lacking required credentials often apply and often do end up in the final pool, while women candidates are more likely to apply only for those jobs for which they meet every criterion to perfection.

• **High-ball, low-ball rating forms.** Biased search committee members can deliberately rate the top women candidates lowest, so that only the least qualified women candidates will progress to the interview stage, where they inevitably lose out to the top men finalists. A variation on this technique involves using the grapevine or e-mail to actively solicit dirt as a way to blackball women candidates.

• **Disappearing files.** When there is no centralized plan to log in and track every single application and nomination, files from women and minority candidates have a way of conveniently disappearing. Some are discarded, lost, placed in the "incomplete" file or otherwise waylaid.

• **Search firm masquerade.** Not being in the business of creating social change, search firms reflect the opinions of those who pay them. They can serve as expensive pawns to demonstrate that "we tried to find women, but there weren't any available." A recent dean search cost $30,000, and resulted in a pool without one woman.

• **Omnipotent closing dates.** Qualified women candidates face elimination because they don't find out about the position in time, or because their files lack one bit of information. Firm closing dates are more likely to discourage women than men. There's something fishy about an aggressive affirmative action search that lasts two weeks.

How to Do It Right

A courageous person at the top must be willing to take the heat from faculty members and search committee members opposed to women in power.

Administrators must be willing to remove committee members and chairs when a problem is apparent. Top administrators must be held accountable for search outcomes, using rewards and penalties; Affirmative Action officers need real clout in the search.

To overcome stacked search committees, include an equal number of men and women for all dean, VP and presidential searches. A non-faculty majority guarantees administrative accountability.

Reshape requirements, by looking at exactly what administrators need to do, and then searching for people who have the skills to do it.

Overcome rating inequities by dividing male and female candidates into separate pools and putting top people from each pool on the short list.

To prevent disappearing files, use a central tracking system controlled by someone committed to real affirmative action, with the power to act.

Search firms should earn their fees only if their pool of qualified candidates includes women and minorities. They can be proactive by contacting associations and women leaders for nominations.

Set flexible closing dates by stating "Review of applications will begin on such and such a date and will remain open until the position is filled."

Conducting a comprehensive search requires more than just going through the motions to appear equitable. It's amazing how many qualified women surface when search committee members know that you mean business.

RESEARCH BRIEFS

Faculty Wives with PhDs: Bias Means Campuses Lose

Many schools claim they want to hire more women, yet their antiquated policies dictate that they continue to overlook two good sources of women academics right under their noses: academic faculty wives and their own PhD grads.

Reporting her study of academic hiring practices at the University of Waterloo, Anne Innis Dagg said the two systemic forms of bias hurt both women and schools.

Many wives received their PhDs while their mates were professors, or, met their mates through shared academic interests. After graduation, they could get only part time or low status jobs, or faced long commutes elsewhere because of the policies.

Dagg notes these contradictions:

- Society/schools see women as secondary to men, yet sexual discrimination is considered bad.
- Schools hire wives for low status, low pay jobs for which they are overqualified, yet they won't promote the wives to top ranks.
- Schools complain about a lack of funds, yet they won't hire the women, whom they could get at lower salaries (unfortunately).
- Schools claim they want the best faculty possible, yet they make little effort to hire a balance of women and may exclude the best candidate because she happens to be married to a faculty member.

Some schools lose male faculty because their wives cannot find jobs there, or the men refuse jobs there.

By eliminating bias against academic wives, schools develop a more stable, loyal workforce. They provide a place where women can remain and develop their careers alongside their family lives, and are good role models for students.

– ***The Canadian Journal of Higher Education***, Vol. 23. No. 1, 1993.

Sorority Women Report Physical Sex Victimization

In a study of 21 sorority members and 195 independents, SUNY researcher Linda Kalof found that the women reported similar attitudes on sex role stereotyping and adversarial sexual beliefs.

But sorority members tended to believe rape myths such as "nice girls don't get raped" and "women like to be forced to have sex."

They also reported a higher acceptance of personal violence. While 19% of the sorority women reported having been raped, 7.1% of the independents did so.

Women who said they had been physically forced to have intercourse did not always consider it rape. Of sorority women, 28.6% said they had been physically coerced, compared to 10.8% of the independents.

Sorority membership was also associated with significantly higher rates of sexual victimization in alcohol and drug related nonconsensual sex and physical coercion.

Her findings represent a link, not a cause and effect, Kalof says.

– ***Sex Roles***, *December* 1993.

Working Class Women Succeed After Radcliffe

The Pygmalion effect, working class women attending an elite women's college, was very painful yet correlates with their leading lives different from those of their mothers, in educational and occupational attainments.

University of Michigan researchers Abigail Stewart and Joan Ostrone studied continuing surveys of the Radcliffe classes of 1947 and 1964 to correlate social class, social change and gender.

Reporting little change between the earlier and later graduating classes, they said working class students found the culture at Radcliffe threatening and painful.

Even daughters of academics and professionals felt out of their element, compared to those whose fathers were corporate execs and who had attended private schools.

"Despite the pain of the Radcliffe environment, women from the working class appeared successful in their efforts to lead lives that differ from those their mothers had led," they concluded, noting no difference in mid-life educational or occupational accomplishments between them and their more privileged sisters.

A strikingly large proportion of working class women (83%) who felt the women's movement was especially meaningful to them, said it validated preexisting sentiments.

For working class women, facing the alienation at Radcliffe may have made them more open to feminism, the researchers observed.

–***Psychology of Women Quarterly***, December 1993.

Sexual Violence: Women Invade the Locker Room

A media circus resulted when Boston *Herald* sportswriter Lisa Olson was sexually harassed while conducting interviews in the New England Patriots locker room after a game in September, 1990.

University of Minnesota researchers Mary Jo Kane and Lisa Disch studied the incident as an overt display of sexual aggression against a woman whose presence deeply threatened male power and privilege on their turf.

Sportswriter Olson was a profound threat to players because she evaluated male performance, had backstage access from inside one of the principle sites of male power and had a forum to publicize her evaluations, they said.

So the players sought to displace her from her role as authoritative critic of male performance and reassign her the "appropriate" role of sexual object.

Evaluating media response, they found Olson was assailed for a perceived breakdown in character ("she asked for it by being there" and "she was looking" at the naked athletes) and the incident was described as a breakdown in the traditional relationship between players and women sportswriters.

Veteran women sportswriters said Olson failed to observe three safeguards to player's sensitivities: not going out of her way to avoid any possible charge of "looking," not cultivating a relationship with a player who would act as her protector while she played the dependent role of little sister and not laughing in the face of their overt sexual harassment.

– ***Sociology of Sports Journal***, December 1993.

Career Mobility: Tips to Keep Moving on Today's Campuses

From a presentation by Marjorie L. McInerney
Associate Professor of Management
College of Business, Marshall University WV

Career mobility used to be thought of as linear promotions within a single organization, but in today's economy it includes lateral transfers, demotions and job changes to another institution. It's now defined as keeping your career moving as you meet your personal and professional goals.

Expect the Unexpected

No longer havens from the outside world, universities must function like any other business, with pressures such as budget cuts and downsizing.

Yet in a survey of female faculty at a midwest university in 1993, only 40% of respondents had thought about losing their jobs, despite declining enrollments and funding. Few appeared aware that economic problems could impact their job security.

One respondent said her university announced it would drop her department in four years. She decided to use her sabbatical to pursue a different PhD. Within three years she had a second PhD and job offers in her new field from several schools, including her previous employer.

Researchers find that most women do not plan their careers, an oversight especially harmful since women face problems most men do not experience: career interruptions, child and elder care, bias and stereotyping, glass ceiling and sexual harassment.

Be Prepared

All women need career plans in today's economy. Current researchers advise building careers on the assumption of economic instability, which means being prepared to make job changes.

The following ten-step career mobility strategy, based on career research and theory, can help women on campus adapt to these changes:

1. Keep your resume current, and support it with current references, compensation history, performance appraisals, awards, and accomplishments such as publications or consulting. Keep your resume on the computer and update it every six months, printing out a few hard copies each time. Record when and where you present it.

2. Stay abreast of job openings in your field by reading listings in *The Chronicle of Higher Education* and professional newsletters. Note job requirements and salary offerings. Also look at openings in related fields or administrative areas, even if they appear to be a step down.

3. Keep up with literature and research in your field. Don't just collect journals and books; actively review them. Watch for author's names and affiliations, buzz words and new developments. Reinvent yourself in hot or cutting-edge fields.

4. Attend workshops and professional conferences. Stay up to date in others' research, and present your own research to help improve your career status. Continued professional recognition and visibility are essential in academic careers.

5. Network. Keep your connections open with professional associations at the local, regional or national level, whichever is most beneficial. Seek and maintain access to influential people, both male and female.

6. Focus on job duties that gain the most recognition. Chairing committees or task forces can bring you visibility and status. Be sure to publicize whatever you do, as your own PR agent.

7. Just say "No" to assignments that amount to busywork. They will detract from your primary job and make you a target for more of the same. Don't become the "dependable" person in the department. Start practicing the "N" word—NO! One professor says he'll never do anything unless he can write a paper about it.

8. Set specific goals along a career path, with a timetable whenever possible. This could include a traditional path in teaching or administration, or an alternative route into industry or consulting. Keep in mind compatibility with your personal life.

9. Be ready to adapt to changes in your job, department or college. Keep career goals flexible. Don't let job stress halt your career.

10. Maintain your sense of self. Never lose sight of your own identity by tying it too closely into your job. Maintain a significant touchstone in another part of your life: friends, family, hobbies.

JH

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• WOMEN IN HIGHER EDUCATION

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Gender Pay Gap Devalues Some Administrators

Compared to the total U.S. labor force, where women earn 71 cents for every dollar paid to men, college administration is a pretty good place to be.

In 1991-92 women administrators earned 87 cents for every dollar paid to men, and a significant part of the gap was explained by length of service or other variables, the College and University Personnel Association (CUPA) reported in the *CUPA Journal*, Winter 1992.

The 13.0% pay gap varied from a low of 10.4% at doctoral universities to 15.1% at two-year schools.

Among the findings in its recently released 1993-94 Administrative Compensation Survey of 1,417 schools:

- Median salaries rose 3.2% in the last year.
- A gender gap continues to exist in salaries.
- Years of service remains a significant contributing factor to a salary gender gap.

No statistical analysis by gender is available yet for CUPA's new survey, but the data on jobs held by many *Women in Higher Education* subscribers suggest that when it comes to equal pay for equal work, some jobs are more equal than others.

Where You Work Matters

Salary gaps varied wildly by type of school.

Take ***director of international student education.*** At a doctoral school, women made $39,173 with a median of 3.5 years of service, while men pulled in $68,088, nearly 75% more, with half a year less of service. But the same position at a comprehensive institution earned women a median of $46,550 with three years of service, slightly above the men's median salary of $45,949 with five years.

At the Executive Level

At the level of ***president or chancellor,*** the few women made much less on average than men, but most had served in their jobs only half as long.

However, at general baccalaureate colleges, where women CEOs were clustered, the 65 women and 301 men both had served a median of six years, and women were making only $140 less!

The numbers are less rosy for ***executive assistants to the CEO.*** For those at a doctoral institution, men's median salary of $74,105 outpaced women's of $62,668 by nearly 20%, though both had the same median of four years' service.

For ***assistants to system CEOs,*** the gap doubled: women drew $59,750 in median salary while men got $83,013, nearly 40% more, both with three and a half years of service.

Women Deans Valued

Although only about one in five deans were women, their salaries compared well to mens'.

At baccalaureate schools, women ***deans of arts and sciences*** outranked men $63,197 to $60,489, though the women had served only half as long. At doctoral institutions women also pulled ahead of men, $106,900 to $103,750, and with one fewer year of service. At comprehensive and two-year schools, the women made nearly as much as the men though they had served substantially fewer years.

Deans of fine arts also were paid equitably. The seven women at comprehensive schools got $77,878 in median salary, $5,000 more than the 44 men, with the same years of service. At two-year schools, the nine women made $2,000 more than the 13 men, though they'd served two fewer years.

At two-year schools, salaries for women ***humanities deans*** were comparable to the men's, about $53,800, even with less service. The ten women deans of math outearned the 30 men by 16%, despite having served four and a half years to men's nine. A similar situation existed at

Glittering Generalities on Salaries

Lacking statistical analyses of gender differences by t-tests, chi-squares and regression analysis, the survey can produce only the most general of conclusions. Here are a few:

- Academic administration appears to pay women more equitably than staff administration, perhaps due to collective bargaining.
- The more visible the job (chancellor, provost, dean), the more equitable the pay.
- "Assistant to" jobs seem to suffer the greatest gender-based pay gaps.
- Years of service do not necessarily translate to higher salaries, especially for women in low-profile positions.

baccalaureate schools.

Administrative Posts: A Mixed Bag

Most administrative positions commonly held by *Women in Higher Education* subscribers favor men financially, with some notable exceptions.

Women ***chief planning officers*** at the comprehensive schools earned $60,000, 11% less than men with the same median years of service. At baccalaureate schools women made $52,000, nearly 13% less than men, even with a median of two more years of service.

But women did well as ***chief personnel officers*** at doctoral schools, where they held two out of three positions and outearned the men slightly at $72,411, despite fewer years of service.

Although ***payroll managers*** were often women, men tended to earn more. At baccalaureate schools, men beat women's $25,258 salary by nearly one-third with the same four years of service. At comprehensives, the gap was smaller but still noticeable: $30,233 to $34,945 for men with the same years of experience.

AA/EEO: Not a Hotbed of Equality

Ironically, the position charged with insuring equity did not pay equally. At baccalaureates, women ***affirmative action/equal employment opportunity directors*** earned $44,760 with five years' median service, men $47,100 with three; at doctorals, women earned $58,128 and men $61,700, both with five years' service.

Sometimes the office's structure mattered. Women at two-year schools did better directing an AA/EEO office than when their affirmative action functions were combined with the role of director of personnel, though the latter scenario was twice as common. The 23 AA/EEO directors got $48,889 with three years' service, while the 47 Personnel/AA directors got $39,912 with six years.

External Affairs: A Big Gap

Although a ***director of annual giving*** was much more likely to be a woman—about 40% more likely—she was also likely to earn less than a man. At doctoral universities women made $45,385 and men $57,593, nearly 27% more, and at baccalaureates men outearned women's $33,000 salary by 17%, with years held constant. Two-year schools paid women $35,290 after two and a half years but men $36,050 after one year.

Director of community service positions also paid more to men, though the data reflect relatively few cases. In baccalaureates, men earn 42% more than women's median of $29,812, and at comprehensives men outearned women's $38,125 salary by 26%, both with three years' experience.

As *director of publications* women appear to have reached parity with men. Their pay ranged from $32,480 at baccalaureate schools to $48,501 at doctorals, with a median of four years' service each.

Student Services: Men Make More

Admissions counselors received comparable wages at all but doctoral institutions, where women earned $23,679 with three years' service while men earned $28,439 with only two. Unlike most other positions, it paid women best at two-year schools, where they earned $28,014 after three years.

As ***student activities directors***, women lag behind in pay. At doctorals they earned $40,989 after six years, compared to men at $44,280 with four years; baccalaureates had a similar disparity.

Men also out-earned women as ***minority affairs directors*** $51,661 to $44,279 at doctorals, $37,100 to $32,136 at baccalaureates, and $36,499 to $30,975 at two-year schools, with the same or less experience.

One bright spot: women ***athletic directors*** at two-year schools. There weren't many, 14 out of 120 total, but at $44,805 with four years' service they were earning as much as the men.

From the General to the Specific

These are just a few of the 171 positions covered in the 1993-94 CUPA. While many showed salary disparities, they may not reflect overall results.

Nevertheless, "as microcosms of the surveyed population, individual institutions may logically infer that their administrative salaries will reflect the wage gaps identified in the study," said Kirk D. Beyer, who chaired the 1991-1992 Administrative Compensation Survey Committee study.

Salary equity is federally mandated at public schools, and actively sought at many private schools in the interests of competitiveness. Women who feel they are not receiving equal pay for equal work need to work with their human resources unit to collect data on salaries and act on it.

Next month: what to look for, what to do about it.

-JH

To see how your job rates in equal pay for women and men, check your school's copy of the survey, particularly the gender comparisons for 171 positions in Tables 29 and 30. CUPA mailed copies to 1,800 member representatives, usually the Director of Human Resources. To find out if your school is a member, and who received the survey, call the CUPA Publications Department at (202) 429-0311, ext. 395. Order copies by phone with a purchase order number or VISA/MC. Cost is $75 for members, $175 for non-members who participated, $295 for non-participating non-members.

WOMEN IN HIGHER EDUCATION

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NEWSWATCH

Colorado President Albino Hangs in There

Although continuing sniping by deans and faculty forced the Colorado board of regents to hold a 14-hour meeting ending with a 5-4 vote backing her, President Judith Albino intends to lead the system through the end of her contract in June 1996.

"She's hanging in there, and I admire her for it," a CU faculty member remarked, referring to the December 1993 *WIHE* article where Albino cited the contradictions in roles for top women administrators.

Detractors, led by a losing candidate for her job and Colorado Governor Roy Romer, cite no specifics, just "no confidence" in her ability to lead the school.

Regents plan to review the situation in August.

Women Students Lead Growth on Campus

With overall enrollments stabilizing just short of 15 million, the percentage of women and minority students continues to grow with women comprising 55% of all higher education students in the fall of 1992, according to the U.S. Department of Education.

Women accounted for 82% of higher education's meager growth of less than 1% from 1991 to 1992. About 53% of the overall growth was at community colleges, which now enroll about 39% of all college and university students. For more details, call the U.S. Department of Education (800) 424-1616.

Ohio Bill Seeks Gender Equity in Sports

Imitating Florida's new gender equity law requiring schools to assure that rates of participation in sports equal that of enrollment by gender within three years or face a loss of state funding, an Ohio bill would require high schools and colleges to follow suit.

Assembly Bill 550, sponsored by former Philadephia Phillies minor leaguer Ohio Rep. Ronald Mottl (D), would require gender equity in both high school and intercollegiate opportunities. Testimony before the state assembly education committee on the bill was continued to February 22, a positive sign.

In his survey of 10 Ohio colleges and universities, Rep. Mottl said "We found that some schools have gender equity, but they are the exceptions." Worst was Bowling Green University, which spent $3.2 million for men's athletics, and just $1.2 for women's.

Frosh Survey: Women Students Aim Higher

For the first time in history, more women than men entering students expect to go on for graduate degrees, according to the 28th annual survey by the Higher Education Research Institute at UCLA covering 220,757 incoming students in 427 schools.

In 1993, 27.3% of women planned to seek doctoral, medical or law degrees, compared to 25.8% of the men. That's a big improvement over 1967, when 26.7% of the men planned to pursue the degrees, compared to just 8.5% of the women.

"To close such a wide gap in the relatively short span... is truly remarkable," said survey director UCLA professor Alexander W. Astin. About 40% of the students now in law and medical schools are women.

Students' majors are also changing. Allied health fields and clinical psychology continued to grow in popularity, with small increases also in the social and natural sciences. Traditional male majors of business and engineering declined for the sixth and second straight year respectively.

For a copy of the report, send $23 including shipping to the UCLA Graduate School of Education, 405 Hilgard Ave., Los Angeles CA 90024-1521.

2,000 Black Women Scholars Confer at MIT

"If we organize it, they will come." This is what two black women scholars at the Massachusetts Institute of Technology learned last month, when four times as many participants as expected turned out to defend the position of minority women on campus.

Professors Evelynn M. Hammonds and Robin Kilson organized the conference to support minority women on campus, who felt threatened by the public humiliation of Anita Hill and Lani Guinier, who lost the top civil rights post in the Department of Justice.

The conference served to legitimize the role and contributions of black women scholars, encouraging them to continue working to transform their institutions to better support women and minorities.

Coaches Mad, Won't Take it Anymore

Women's teams coaches are suing, and winning.

Jim Hoffman, women's volleyball coach at Cal State Fullerton who was fired after he and team members filed a sex bias suit amid school plans to drop their sport, won a $1.35 million jury award.

Renee DeVarney, former women's basketball coach at Duquesne University (PA), sued, saying she was fired after refusing sexual advances by the athletic director She had one-third the salary of the men's coach, a smaller recruiting budget and fewer assistants.

Martin Hawkins, who was fired as head coach of the Loyola University (IL) basketball team, said in his suit that it was because he criticized the school's record on gender equity in its athletics program.

Two women coaches at SUNY Oswego supported a 1991 Office of Civil Rights complaint, which was recently settled with the school's promise to provide better support for its women athletes. But it continues to fight the coaches' 1992 federal suit for retaliation.

Schools Invest in Administrators at HERS

The brightest and best women chairs, deans and assistant administrators attend HERS, an intensive four-week summer residential program at Bryn Mawr College (PA), and schools' investments are paying off.

Eleven current presidents of schools are among the institute's 1,327 graduates, according to Higher Education Resource Services manager Betsy Metzger.

The 19th program for 75-80 administrators that begins June 26 includes sessions on the academic, external and institutional environments for higher eudcation, and a session on professional development.

Participants' schools pay part or all of the $4,900 fee, which includes tuition and room/board. For info by the April 4 deadline, call HERS at (303) 871-6866.

Information for this section came from ***The Denver Post, The Chronicle of Higher Education*** and ***The Seattle Times.***

Changing the Culture of Campus Decision-Making

To survive into the 21st century, the modern institution must turn problem-solving into "a new kind of integrated systems teamwork," says Annette Kolodny, professor of comparative cultural and literary studies at the University of Arizona.

Replacing rigid, top-down structures will be flexible, "horizontally inclusive patterns" of decision-making, says Kolodny, who felt the problems with the old hierarchical method first-hand during her recent five-year tenure as dean of the faculty of humanities there.

The traditional pattern of separate reporting lines leaves decision-makers "captive of piecemeal data and limited perspectives. . . . Individual administrators and their staffs cannot endlessly sift through multiplying sets of interpreted data and the competing agendas of those who report to them and still be expected to come up with policies that benefit the institution as a whole," Kolodny wrote in Transformations (Fall 1993).

"This pattern has contributed substantially to adversarial relationships between staff, faculty, and central administration," she adds.

Based on her years in academic administration, Kolodny believes "campuses must deal with specific problems and face defined challenges in a manner that includes all constituents and addresses the part as an integral component of the larger whole."

Sounds Good, But How?

The inclusive team approach she developed as dean brought together representatives from every group affected by an issue. The team received a clearly defined charge, and "rather than requesting a single solution, in some instances the administrator would do well to invite a series of options, with analyses of the advantages and disadvantages of each," Kolodny advises.

Inviting feedback, the team should widely circulate its preliminary report or recommendations.

Because the initiator put her own people on the team and has input on the drafts, "the final document *should* be something the administrator feels comfortable implementing immediately."

Kolodny notes that "speedy and effective implementation is essential" because the approach only works if participants can "see the demonstrable fruits of their considerable labors. Nothing will more profoundly alienate staff, faculty, and students from administration than the perception that their time and energies have been wasted."

Who Said Democracy is Speedy?

Until people get used to team problem-solving "as part of a new institutional culture," the approach can be slow and unwieldy, even mistrusted. But Kolodny found the technique highly effective once people got the hang of it. Feedback on each draft strengthened several key policy documents, and though it took a year longer than Kolodny anticipated, "when sent out for faculty ballot, they each enjoyed strong and informed support.

"By continuing to reach out to the affected constituency for help in developing these documents, the team had generated a faculty-wide sense of agency and ownership," she says.

She also found the process invaluable educationally, forcing people to analyze the issue clearly in terms of their own situation while considering others' needs and expectations.

"Rather than resulting in a superficial consensus or in diluted compromises that neither satisfy nor offend, the inclusive team conversation benefits from the synergy of the group" and produces creative and holistic results, she says.

New Demographics Demand Change

To diversify the humanities faculty and student body and meet the needs of the university's multilingual, cross-cultural constituency, Kolodny used these strategies to create a climate responsive to change:

- New promotion and tenure criteria and procedures that recognize and reward unfamiliar, cutting edge or interdisciplinary scholarship and teaching such as women's studies, Mexican-American studies and computer-assisted teaching.
- Regular retreats for faculty, staff and graduate student representatives to redesign curriculum and set short- and long-term agendas for change.
- Mini-grants for curriculum review and development and for original faculty research. A blind submission process resulted in at least half the successful applicants being untenured faculty, and at least half being female.
- Development opportunities for support staff. These ranged from conferences and computer training to stress management workshops, and resulted in high morale, "despite the university's chronically low wage scales," Kolodny notes.
- New approaches to faculty recruitment, including diverse and gender-balanced search committees, cluster hiring, and "Target of Opportunity" funding for women and minority hires.
- Buddy groups to enhance contacts and collegiality between departments. All new faculty members are assigned two volunteer "buddies," one of each gender, one within the member's department and one outside, to acquaint the newcomer with the community, the institution and tenure requirements.

"The benefits of the buddy groups have been wide-ranging: collaborative research projects that cross discipline lines; initiatives for group- or team-taught courses; improved morale and a stronger sense of 'belonging' . . . and most important, a deeper commitment from the senior faculty to the career success of junior colleagues.," she says.

The Proof is in the Pudding

In 1988, before Kolodny became dean, the humanities faculty was only 30% women (41 total) mostly at the junior level. By 1992 the number had nearly doubled to 77, with women across all ranks representing 50% of the humanities faculty. Minority faculty tripled from 10 to 30, and minority graduate students almost doubled from 22 to 43.

"What has worked for us may be helpful in suggesting what might work at other campuses... (and) finally move the dialogue from a regional to a national agenda," she notes. ■

-JH

CAREER CONNECTIONS

To assure that the pool of candidates for positions on your campus includes qualified women, alert your school's human resources department and chairs of search committees to this new resource. For additional information on how to reach 7,500 women administrators and faculty for just $230, call Chris Carman at (608) 251-3232. Deadline is the 20th of the month.

VICE CHANCELLOR
FOR BUSINESS AFFAIRS

Appalachian State University
BOONE, NORTH CAROLINA

APPALACHIAN STATE UNIVERSITY in Boone, North Carolina, invites applications for the position opening of Vice Chancellor for Business Affairs. Appalachian is located in the Blue Ridge Mountains of Northwestern North Carolina and is one of 16 constituent institutions of The University of North Carolina System. Appalachian is a comprehensive university enrolling over 11,000 students and offering some 130 academic majors at the baccalaureate level and over 70 academic majors at the Master's and intermediate levels. Its major clientele is the traditional undergraduate student and its primary mission is that of instruction.

THE VICE CHANCELLOR FOR BUSINESS AFFAIRS is responsible to the Chancellor for leadership, coordination and evaluation of fiscal operations, physical plant operations, planning/design/management of capital projects, auxiliary student services, information technology, campus safety, security, and an electrical distribution company.

CANDIDATES MUST POSSESS an earned master's degree, doctorate preferred, significant experience in higher education in the business affairs/fiscal affairs area at the management level, proven leadership ability and outstanding professional service. Candidates must demonstrate strong organizational and interpersonal skills and integrity necessary to lead the division of business affairs in achieving the goals of the university community.

APPLICANTS MUST SUBMIT a letter of application, current vita, and a list of five referees with addresses and telephone numbers. The intended date of employment is 1 July 1994. Compensation is competitive and commensurate with qualifications. Completed applications must be received by 15 March 1994 in the office of:

Mr. Robert Feid, Secretary
Vice Chancellor Selection Committee
109 B. B. Dougherty Administration Building
Appalachian State University
Boone, North Carolina 28608
(704) 262-2060 and FAX: (704) 262-2615

Federal law requires proper documentation of identity and employability prior to final consideration for this position. Appalachian is an Equal Employment Opportunity Employer and actively seeks the candidacy of women and minorities.

COGSWELL
POLYTECHNICAL COLLEGE

PRESIDENT

Cogswell Polytechnical College invites applications for the position of College President, to assume responsibility for campus administration beginning with the Fall Trimester, 1994. Cogswell Polytechnical College (CPC) is a small, independent College offering associate and baccalaureate degrees in a variety of engineering, engineering technology, and art fields. The College is accredited by the Western Association of Schools & Colleges (WASC), with two degree programs also accredited by the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET).

The College, established in 1887 in San Francisco, is now located 40 miles south, in the heart of Silicon Valley, and serves a diverse student body of full-time and part-time students. The College President serves as the CEO of the campus.

The College President shall have responsibility for: (a) sustaining the vision of excellence in high technology and general education; (b) recommending and, if approved, implementing new academic and student service programs; (c) developing and implementing effective management procedures in academic, student service, auxiliary services, and physical plant care; (d) conducting effective college relations and student recruitment programs; and (e) campus personnel administration.

Applicants with the following qualifications are encouraged to apply:

- Demonstrated ability to define issues, set goals, develop solutions and organize college resources to effect successful outcomes.
- Progressively responsible career positions, with an emphasis on academic experience.
- Ability to establish and maintain positive and productive relations with business, industry, community organizations, and alumni.
- Sensitivity to the educational and cultural needs of a diverse student population, faculty, and staff.
- Demonstrated administration/management success in an atmosphere of shared governance.

Compensation is competitive and commensurate with experience. The deadline for receipt of application is March 15, 1994. A complete application will consist of a curriculum vitae emphasizing accomplishments, a letter describing the applicant's qualifications and educational philosophy, particularly as applied to a small technical college, and a list of references who may be contacted during the selection process. Applications are to be addressed to:

Chair, Presidential Search Committee,
Cogswell Polytechnical College,
10420 Bubb Road, Cupertino, CA 95014

Cogswell Polytechnical College is an equal employment opportunity employer.

ROCKFORD COLLEGE

Vice President for Institutional Advancement

Rockford College, an independent, co-educational liberal arts college located in Rockford, Illinois, is seeking a VP for Institutional Advancement. Beautifully situated on 130 rolling acres near the eastern edge of the second-largest city in Illinois, Rockford College currently serves 1,300 students. The College is the proud alma mater of Jane Addams and has a 154 year tradition of academic excellence, creative expression, and community service.

As a member of the Administrative Council, the VP reports to the President of the College and is responsible for the coordination and administration of all advancement programs and activities of the college including supervision of the staff in the following offices: Development/Fund Raising, College Relations, Alumni Relations, and Grants.

Candidates should hold a Master's Degree and at least five years of PR experience, preferably in higher education. Salary is competitive with an excellent fringe benefit package.

Send resumes and application letters by March 11, 1994, to: **April E. Vest, VP, Executive Search, The Charitable Resources Group, 1108 Ohio River Blvd., Suite 801, Sewickley PA 15143.** AA/EOE

Face-to-face interviews will be conducted at the NSFRE national convention in Boston March 5-8, 1994.

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WOMEN'S RESOURCE CENTER

Director

Dartmouth College seeks to recuit a director for its Women's Resource Center. The director is responsible for the overall administration and programming of the Women's Resource Center. Works with and advises students, develops and implements programs that address the needs of all women at Dartmouth. Supervises, with the Director of the Student Health Center, the Coordinator of Sexual Awareness and Abuse Programs. Terminal degree with at least three years of administrative experience in the area of women's issues and gender-related concerns, preferably in an academic setting, or master's degree with five years relevant experience, or the equivalent. Excellent communication and interpersonal skills. Demonstrated ability to create innovative programs and to relate to people of diverse backgrounds. Ability to exercise discretion and independent judgment in representing the Women's Resource Center and women at Dartmouth College.

We will begin to review resumes on March 15, 1994. Please submit letter of application and resume to: Ivy Schweitzer, Chair, Director of Women's Resource Center Search Committee, 6003 Parkhurst, Room 111, Dartmouth College, Hanover, NH 03755-3529.

An Equal Opportunity Employer

Dartmouth College

DEAN FOR CONTINUING EDUCATION, SUMMER SESSION, AND SPECIAL PROGRAMS

The University of Maryland at College Park (UMCP) invites applications and nominations for the position of Dean of Continuing Education, Summer Session, and Special Programs. This position has been designed to provide administration for a planned entry into quality continuing education offered by UMCP, authorized under a new mandate of the Board of Regents. The successful candidate, therefore, will be expected to provide vision and dynamic leadership appropriate to the mission of a leading research and land-grant university. The Dean reports to the Vice President for Academic Affairs and Provost and operates with a large degree of delegated authority. The position will be filled July 1, 1994, or as soon thereafter as possible.

The University of Maryland at College Park is the flagship institution within the eleven-campus University of Maryland System. The Dean will act as facilitator and coordinator for all UMCP academic continuing education programs, which are developed, staffed, and administered within an appropriate academic unit. The Dean works closely with both the Vice President for Academic Affairs and the various colleges and departments to ensure quality and appropriateness of program design.

In addition, the Dean administers the Summer School at Maryland, which enrolls some 16,000 students, as well as the Maryland Summer Institute for the Creative and Performing Arts, which sponsors prestigious performance competitions, the National Orchestral Institute, and a variety of cultural programs.

The Dean must also be concerned with technologies for delivery of academic programs to both on-campus and off-campus sites, and is responsible for the integrity of degree programs offered as continuing education. The Dean will be expected to take an active role in representing UMCP to national agencies and associations, assuming a position of leadership in the shaping of continuing education policy.

Qualifications: A record of several years of successful administrative work and experience working with all aspects of continuing education, including distance-education technology and other appropriate delivery mechanisms, constitute criteria for selection. Candidates should have a record of scholarly achievement that would ordinarily justify appointment at the rank of Professor in one of UMCP's academic units.

The University of Maryland at College Park takes very seriously its commitment to diversity and affirmative action, and strongly encourages the application and nominations of both female and minority candidates. The University is an Affirmative Action, Equal Opportunity Employer.

For best consideration, applicants and nominees should send us (1) a letter setting forth the candidate's ideas concerning the role of continuing education/summer sessions and special programs for a research university in the 21st century; (2) a curriculum vitae; and (3) preferably the names, addresses, and telephone numbers of at least four persons who can be contacted by the search committee in reference for the candidate. Nominations are encouraged, and will be received at any time. All materials should be sent to:

Irwin L. Goldstein
Chair
Dean for Continuing Education Search
3141 Tydings Hall
The University of Maryland at College Park
College Park, Maryland 20742

Phone calls to discuss the position are welcome. Please feel free to call the chair of the committee, Dean Irwin L. Goldstein, (301) 405-1680, to discuss the position (e-mail irv@bss2.umd.edu). For best consideration, all materials should be received by March 15, 1994.

CHAPMAN
University
Orange, California

DEAN

Wilkinson College of Letters and Sciences

Chapman University is seeking applications and nominations for the position of Dean of Wilkinson College of Letters and Sciences.

Chapman University is a 133 year old, private comprehensive university with approximately 1,900 undergraduate and 1,100 graduate students on its Orange campus and 6,200 undergraduate and graduate students in its various Academic Centers. Structurally, Chapman University is comprised of Wilkinson College of Letters and Sciences (containing the department of movement and exercise science; the divisions of natural and applied sciences; social sciences; language, philosophy, and religion; psychology; and liberal studies) and the Schools of Business and Economics; Communication Arts; Education; and Music.

The Dean of Wilkinson College, who reports directly to the Provost, is responsible for the overall academic excellence of the College; the recruitment and development of an academically diverse faculty; strategic planning and budgetary oversight for the College; and the design and implementation of policies and procedures.

Candidates should possess energy and vision, a successful administrative record at college or university; a commitment to shared governance; excellent communication and interpersonal skills; and understanding and belief in affirmative action and equal opportunity goals; excellent management and leadership abilities; a record of success in fiscal management; and an understanding of the special opportunities and challenges of being an administrator at a private university committed to teaching excellence and the liberal arts, individualized education for its students, and future institutional growth.

Candidates must possess a doctorate in a field represented within Wilkinson College and meet the qualifications for a professorial appointment at the University.

Nominations and applications should be received no later than March 25, 1994 and should be addressed to:

Professor Frank Frisch, Chair
Search Committee for the Dean of Wilkinson College
Office of the Provost • Chapman University
Orange, California 92666

Chapman University is an Affirmative Action, Equal Opportunity employer. Women and minorities are encouraged to apply.

KSU
KANSAS STATE UNIVERSITY

Director of Unclassified Affirmative Action

The Director is responsible for providing leadership in the coordination and implementation of Kansas State University's Affirmative Action Plan for administrators and teaching and research faculty; and for reviewing and making recommendations regarding recruitment efforts to ensure equal opportunity in employment. Also, the Director receives and coordinates investigations and resolutions of complaints of harassment and discrimination involving unclassified staff or students. The Director reports to the Provost.

Minimum requirements include a master's degree in higher education or related field, three years' experience and demonstrated accomplishment in affirmative action in an academic institution or related agency, sensitivity to protected group members, and a demonstrated ability of successfully working with diverse groups.

Applications should include a letter of interest and qualifications, current vita, and three references including their addresses and phone numbers.

Review of applications will begin March 15, 1994, and will continue until the position is filled. Starting date will be July 1, 1994. Salary is competitive. All applications will be considered in confidence by the search committee. Applications, requests for complete position description, and nominations should be addressed to: Bernard Franklin, Chair, Search Committee for Director of Unclassified Affirmative Action, 106 Anderson Hall, Kansas State University, Manhattan, Kansas 66506. Phone: (913) 532-6432; FAX (913) 532-6507.

Kansas State University is an Equal Opportunity, Affirmative Action Employer.

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KSU
KANSAS STATE UNIVERSITY

Engineering Technology

The Kansas State University-Salina engineering technology department invites applications for a tenure-track position at the assistant or associate professor level beginning in August, 1994. KSU-Salina offers baccalaureate programs in electronic engineering technology and mechanical engineering technology, plus associate degree programs in these and several other disciplines. The position includes responsibilities in both the electronic and the mechanical engineering technology programs.

Qualifications include an M.S. in engineering or engineering technology, plus three years of relevant industrial experience. Teaching experience in B.S. engineering technology programs is strongly preferred, as is experience in applied research activities. Applicants should have expertise in electromechanical system design and at least one of the following specialty areas: Electronic instrumentation, microprocessor applications, automatic control systems, robotics, and automated manufacturing. In addition to teaching, faculty are expected to assist in curriculum development, do student advising, and to participate in scholarly activities including applied research.

Send transcripts and a resume including the names, addresses, and telephone numbers of three professional references by April 15, 1994 to: Professor David G. Delker, Search Committee Chairperson, Kansas State University-Salina, Engineering Technology Department, 2409 Scanlan Avenue, Salina KS 67401-8196.

KSU is an equal opportunity, affirmative action employer and actively seeks diversity among its employees.

ASSISTANT PROFESSOR SCHOOL OF SOCIAL WORK UNIVERSITY OF CINCINNATI

The School of Social Work seeks to fill three full-time, tenure-track positions at the Assistant Professor level beginning September 1, 1994. Applicants should have a MSW and doctoral degree in Social Work, and two or more years of post-master's degree practice experience. An ABD in social work will be considered, but the degree must be granted before date of employment.

For two of the positions, applicants should be able to teach direct practice (individuals, families, small groups) and HBSE, and for one position social welfare policy, macropractice (groups, communities and organizations), and/or research.

The successful applicant will have the ability to publish and conduct research in a substantive field. A publication record and evidence of achievement in other scholarly activities is preferred; preference will also be given to applicants with teaching experience in an accredited school of social work. Applications will be reviewed until the position is filled.

Send a letter of application, curriculum vitae, samples of scholarly work and teaching evaluations, and the names of three references to:

Dr. Philip Jackson, Director
School of Social Work
University of Cincinnati
PO. Box 210108
Cincinnati OH 45221-0108

The University of Cincinnati is an affirmative action/equal opportunity employer. Women, minorities, disabled persons, Vietnam era and disabled veterans are encouraged to apply.

Educational Leadership

The Department of Leadership and Counseling, Eastern Michigan University, has a tenure-track faculty position available fall 1994 to teach and coordinate an innovative EdD program in Educational Leadership. Doctorate in educational or higher education leadership/ administration, experience chairing or serving on a doctoral dissertation committee, teaching at graduate (preferably doctoral) level, and substantial research/ scholarly achievement required; prior experience in an administrative position required; experience in urban, multicultural settings desired. Rank to be determined. Screening begins March 1 and will continue until position is filled. Inquiries to Martha Tack, (313) 487-3249. To apply, submit letter of interest, resume, names/phones of at least three references who may be contacted. Additional material may be submitted for consideration. Reply to Position 48197, 204 King Hall, Eastern Michigan University, Ypsilanti MI 48197.

EMU is an affirmative action, equal opportunity employer. We encourage women and members of minority groups to consider this opportunity and to identify themselves when applying.

History
U.S. Social

Full-time, tenure-track position effective August 21, 1994. Sections of a core general education course entitled "United States Experience in a World Context" and upper-level courses in areas of specialization that complement present offerings will constitute normal 12-credit semester load. Core course emphasized twentieth century U.S. experience within an international and comparative context. Preference for candidates with a Ph.D. by starting date. Rank: Assistant Professor with a Ph.D., instructor without. Superior teaching ability and scholarly promise are equally important. Send letter of application. vita, three letters of recommendation, and all graduate and undergraduate transcripts to History Search Committee, Department of History, University of Wisconsin-Whitewater, Whitewater WI 53190 by April 6, 1994.

UW-Whitewater is an AA/EEO employer which encourages applications from minorities and women.

Director of Central Stores and Receiving
University of Illinois at Champaign-Urbana

Nominations and applications are invited for the position of Director of Central Stores and Receiving at the University of Illinois at Urbana-Champaign. The Director, under the general supervision of the Associate Vice Chancellor for Administrative Affairs, manages the Central Stores and Receiving operation for the campus and advises the campus on policy matters related to the procurement and dispursement of computer equipment and software, office and laboratory supplies, and furniture. The Central Stores and receiving operation has annual sales in excess of $20 million and employes over 60 full time staff. A bachelor's degree in business or a related field is required; an advanced degree is preferred

Demonstrated management skills and the ability to interact with a diverse user community is essential. Familiarity with stores and materials management is required; experience in managing a large multi-faceted stores operation is preferred. Salary is negotiable. The position is available July 1, 1994. To ensure full consideration, applications and nominations should be received by April 7, 1994. The committee will continue to review applications until the position is filled. Applicants should submit a resume and the names, addresses and phone numbers of three references to Sharon K. Bryan, Chair, Search Committee, University of Illinois, Swanlund Administration Building, 601 E. John Street, Champaign IL 61820. Attention: Kathleen Pecknold.

The University of Illinois is an affirmative action, equal opportunity employer.

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IT'S HER TURN

Kutztown Leadership Training Program Wins *WIHE* Award

Only five women currently are listed in the top 33 posts at Kutztown University (PA), but a promising new Women in Leadership program backed by the university president is preparing 28 more for advanced administrative posts on campus.

Through monthly interactive seminars, including mini-lectures, discussion of readings, small group exercises, guest speakers and field trips, the three-semester pilot program works to identify, train and encourage women to seek, succeed and move ahead in campus leadership.

Nominated by Barbara M. Taliaferro, assistant to the president for human diversity at Kutztown University, the program models a way to increase the number of women qualified for leadership positions on campus and to integrate the various segments of the campus community to set it up.

WIHE will underwrite Taliaferro's attendance at the 7th annual Conference on Race and Ethnicity in Higher Education held at Atlanta GA on June 2-7, 1994, sponsored by the University of Oklahoma.

Leadership with Vision

Backed by Kutztown President David E. McFarland, the new program is run by the school's Commission on the Status of Women and involves both administrative and academic campus leaders.

Its diverse seven-member steering committee is composed of the commission's chair, Sandra J. Vidler, the president and his provost and assistant for human diversity, as well as the chair of the women's studies program, the chair of the state system consortium on women and a faculty member.

Key initial ingredients were the support of the president and involvement by the women on campus already in leadership positions, both formal and informal, Taliaferro says.

Although limited, the program's budget has covered important items, such as a small library of reference books on women and leadership, copying, occasional lunches and snacks, and a field trip to meet with state leaders in Harrisburg.

Begin with the End in Mind

The program's goals are to empower women on campus by: 1) providing information on sexism, the glass ceiling and the campus climate for women; 2) developing their leadership skills by studying leadership styles, communication and conflict resolution, and 3) developing understanding of the roles of campus and system leaders including chairs, deans, provost, chancellor and president.

To participate, applicants must be full-time and permanent managers, administrators or tenure-track or tenured faculty with at least two years experience at Kutztown. Although 30 were invited, two could not attend due to schedule conflicts.

The first seminar in February 1993 was a discussion of "The Glass Ceiling" led by two Kutztown women administrators who cracked it, U. Mae Reck, Dean of the College of Education, and Assistant Dean Eileen Shultz, also participants in the program.

At the first session, the 28 women listed their leadership experience, from den mother to chair of a county planning committee. "We were interested in what they brought to the table," Taliaferro notes.

They also described what they wanted to learn about themselves in the program, assets they thought leaders needed, liabilities to leadership, their own strengths and perceived shortcomings.

Topics of later seminars were selected by participants, and included personal leadership styles, communication, conflict resolution through negotiation and team building, grant writing, budgets, fund raising, academic affairs, student affairs and administrative leadership roles.

"We're even going to include a select group of male administrators when we discuss conflict resolution by confrontation and negotiation," Taliaferro says. "We need to provide practice so they don't develop a 'woe is me' attitude."

Doreen Tobin, an experienced administrator as assistant to the vice president of student affairs for special projects, says it offers a forum for women on campus to communicate, especially between faculty and administrators. "It's real interesting to see how some of the issues play out in the various parts of the University," she said.

Changes Already

Although the first women won't graduate from the Women in Leadership Program until May, there have been some changes already in the lives of the participants.

Angela Scanzello, associate professor of English, won a one-quarter time reassignment to direct the women's studies program and just got another quarter time to direct the new women's center.

In addition, some participants are applying for more intensive resident management development institutes at Bryn Mawr and Harvard this summer.

The Next Step

Nearing the end of these institutes in May, Taliaferro is addressing needs for bi-level advanced development workshops for the graduates, as well as plans for bringing in a new crop of potential leaders for the basic program next fall.

Since some of the support staff are asking "What about us?," plans are in the works for staff workshops on interacting with students, supervisors and men, and on what diversity on campus means, perhaps with mandatory attendance.

Taliaferro applauds President Mc Farland for not just supporting the initiatives, but allocating funds to operate them. "He's open to critical analysis," she says, "and I appreciate that."

For more information on how to set up a Women in Leadership program on your campus, contact Barbara M. Taliaferro, Assistant to the President for Human Diversity, Kutztown University, 220 Stratton Administration Center, Kutztown PA 19530. Phone (215) 683-4108, fax (215) 683-4010.

Computer Can Mentor... or Harass

For the first women in a department or office, professional life can be lonely. A mentor may be as close as your personal computer, through on-line bulletin boards or e-mail on your campus or nationwide.

Electronic Mentors

One computer scientist grew frustrated at male colleagues ignoring her in meetings. She posted her complaint on Systers, an electronic mailing list for women computer scientists connecting more than 1,600 members in 18 countries.

Back came several answers, one suggesting that her technique of continuing to repeat her message in meetings was commendable, and another tactic might supplement it:

Repeat the male colleague's last words, adding your own idea: "I hear that you think we should expand our programming for adults **and I think that we also need to consider special programming for adult women returning to school."**

A word of caution: On public bulletin boards, be careful how much you reveal about yourself, your school and your situation. Your message is going all over the world, and can come home to roost.

Figuring out whom to trust can take time; it's best to just read others' comments first and check different bulletin boards for what advice is available to women.

Some systems also offer participants' self-descriptions, so you can compare their views of the world with your own: risk-taking, feminist, political, etc.

A computer bulletin board also offers a place to blow off steam or find a sympathetic ear, without jeopardizing your career by an office outburst.

"Virtual mentors" can become real mentors over time if you form a personal relationship through a phone call or meeting. Conferences and seminars can offer a chance for face-to-face meetings, especially if you are in the same administrative position or discipline.

Electronic Sexual Harassment

But computers can also be a perfect forum for nameless and faceless sexual harassment: racial slurs, obscenities and vicious personal attacks sent to women.

"The problem is being reported by many women at many sites," according to Cheris Kramarae and H. Jeanie Taylor, writing in the book ***Women, Information Technology, and Scholarship*** published in 1993 by the University of Illinois Center for Advanced Study.

Their book focuses on social and political aspects of new information technologies. It seeks assurance that "new communications technologies will be structured and used in ways that are beneficial and equitable for all" and includes articles by women in the forefront of the technology debate.

But they realize that women who want to be respected scholars are very hesitant about publicly pointing out sexist behavior.

"This silencing has serious consequences for interaction on individual nets, for disciplines and for the academy in general," they add.

According to the authors, electronic bulletin boards have the most potential for abuse. In the US, more than 10 million people regularly use the more than 60,000 public access bulletin boards.

Problems with the bulletin boards include men monopolizing the talk. "Even open networks where the topic is women's issues are, we have found, overrun by men," the authors write.

They also cite an increase in "high-tech titillation" including receiving harassing visuals, such as breasts composed of computer letters and punctuation marks.

"Our task is clear," they write. "We need to create, electronically, a cyberspace of our own that fosters women's communication and scholarship."

For details on Systers, a private electronic mailing list for technical women in computing, send e-mail to: systers-request@pa.dec.com. The book ***Women, Information Technology, and Scholarship***, is available from the University of Illinois Center for Advanced Study, 912 W. Illinois St., Urbana IL 61801; (217) 333-6729. Cost is $10 plus $2 S&H prepaid. 128 pages.

Last Chance to Apply for *WIHE* Research Support

April Fool's Day is the deadline for applications to conduct research in 1994 using the database of about 1,500 active ***WIHE*** subscribers.

Two researchers will be selected to include their survey instruments in monthly issues mailed to active subscribers. At our expense, ***WIHE*** will print the questionnaire, mail it with an issue, supply return postage and forward the completed questionnaires to the researchers.

Especially welcome are projects that appear likely to:

- Contribute data to improve the environment for women on campus: professional, personal or spiritual.
- Be generalizable to a larger population.
- Have a conceptual framework.
- Have a valid and reliable design.
- Contain crative aspects of design or application.

In addition, ***WIHE*** will give strong consideration to publishing the results of the research projects in future issues.

Women in Higher Education Research Support Proposal

Name _____

Title _____

School _____

Address _____

City _____ State ___ ZIP _____

Phone (_____) _____

Project Name _____

Attach a separate sheet (no more than three) describing the project: What you hope to learn, how you will measure your results, what it can imply for women on campus, and a working copy of the survey instrument you plan to use. Include estimated timelines, ideas on applications, etc.

To submit your proposal for consideration, send the entry form above, and a brief vita, along with your completed or in progress survey instrument to *WIHE* at 1934 Monroe Street, Madison WI 53711. Fax (608) 284-0601.

Public Speaking: Women in Control

by Judy Benfield Tatum
Director of Financial Aid
Eastern Michigan University

In the December 1993 issue, University of Colorado President Judith Albino noted that being good is not enough; you have to look and sound good, too. Effective public speaking helps showcase your ideas, essential for successful leaders. —Ed.

To master the sometimes scary form of verbal communication known as public speaking, **begin at the beginning:** establish your credibility before you reach the podium.

First, be sure that whoever introduces you is familiar with your position and accomplishments. Before your presentation, discuss what the audience should know about you. Better yet, write it out too.

Next, create a presence the moment the audience first sees you. Walk slowly and confidently to the podium. To look and feel in control, use the drill approach, suggests Joyce Newman, director of communications training for a New York City public relations firm: "Count to three slowly, survey the audience, find a friendly face, make eye contact, smile, count to three again, begin."

A Winning Opening

A good opening should win audience favor, capture attention, set the tone and give necessary background. Techniques include:

- **Make a statement.** Begin with a strong, even shocking headline to focus attention on your topic.
- **Ask a question** to get off to a running start.
- **Tell a story.** Good stories or anecdotes are always fun. Use them carefully, be brief, make a point.
- **Use humor.** Be sure it is tasteful, relevant to the topic and sets the right tone.
- **Quote somebody or something.** Use a formal tone to contrast with your natural speaking tone.
- **Provide the reason for your speech.** Briefly refer to the occasion and purpose of the meeting.
- **Use sound or visual aids** before the speech begins, to focus attention and set the tone.

Seeing is Believing

Visual aids can enhance learning and retention, but they should support your speech, not replace it: the focus should always remain on you.

Choose visual material ca.efully. Ask yourself: What point am I trying to make? Does my audience need to see it in order to better understand it?

Visual aids should be bigger than you think they need to be, but not awkward. The less print, the better. If you use color, use bold colors. Most important, make sure they're easy to understand.

Practice in using visual aids is as important as practicing the speech itself. View your visual aids from the audience's perspective. Think about room lighting; the audience shouldn't be in the dark.

Finally, have another person proofread your visual aids. The audience will focus on any spelling errors and may miss the message you bring.

Your Body Language

Remember that your nonverbal behavior is just as important as anything you say.

Effective delivery has a conversational tone. You should sound as if you are sitting in your living room... only a little louder and a little bigger. You must be well enough prepared to seem relaxed and spontaneous, but your energy level must be high to retain your audience's attention and interest. Keep your tension. Most charisma is pure adrenaline.

Make eye contact *before* you start, and hold it.

Use gestures for emphasis. Keep them natural, avoiding artificial motions such as holding up one finger when you say "first." There's nothing wrong with letting your hands just hang at the end of your arms.

You can walk around when you speak as long as it doesn't distract or show nervousness. Don't fiddle with your notes; use them or lose them.

Get the Message Across

Informational speaking has four main purposes:

- Generate a desire for the information
- Increase audience comprehension
- Help listeners retain the information
- Encourage them to apply the information

Spark interest in the information by showing how or why it will be beneficial. Avoid raising doubts about your credibility by deleting lukewarm disclaimers such as "I think," "I believe," or "It's my understanding."

To increase comprehension, keep information simple, but take care to neither bore the informed nor overwhelm the uninformed.

Gear Your Speech Properly

An audience analysis is essential to speech preparation. To tailor your presentation to their needs and interests, assess your audience's:

- Demographics (background, age, interests)
- Position on topic
- Concerns and priorities
- Prior knowledge about your topic
- Expectations for the presentation

Because listeners cannot possibly retain everything you say, indicate the main points early on, and emphasize them with repetition. Pauses also lend emphasis. If you lose your train of thought, use a pause, not a filler, to get back on track.

Show the audience how to apply your information by giving examples.

A Graceful Exit

Keep your conclusion brief. Tell listeners you are closing, and summarize the key points. Finally, end as you began: pause and make eye contact, smile and thank the audience.

If the forum includes questions, anticipate what may be asked and prepare some answers.

Finally, when you exit, know where you are to go (to your seat or off stage). But don't leave the podium until you are finished talking.

Steps Toward Making Science Female Friendly

Although women and minorities will account for 90% of the workforce growth between now and the year 2000, they are precisely the groups who are not attracted to careers in math, science, engineering and technology, where severe personnel shortages are predicted.

Sue V. Rosser, professor in the medical school at the University of South Carolina at Columbia, suggests examining the phases of developing a female friendly environment to improve the nation's science agenda:

Phase I. **Noticing the absence of women.** Most science curricula, however, operate under the naive assumption that science is totally objective and unaffected by unconscious gender biases.

Phase II. **Recognition that most scientists are male and science may reflect a masculine perspective.** More women scientists means more emphasis on social problems and less on the military. Instructors can make science more appealing to women by better framing the scientific activity in its context, connecting it to the organism as a whole. Since women consider relationships an important part of approaching problems, emphasizing science's creative and interactive aspects can make it more attractive to women.

Phase III. **Identification and removal of barriers to women entering science.** Expand the kinds of observation beyond those now traditional to science. Increase the number of observations and recognize the validity of personal experience in science. Formulate hypotheses using gender as a crucial variable. Especially in intro classes, decrease lab exercises that require killing or harming animals, which women dislike.

Phase IV. **The search for women scientists who will make unique contributions to human understanding.** Emphasize more interdisciplinary and less competitive approaches to science, integrating the role of scientist and other aspects of students' lives. Increase ways to communicate with non-scientists and discuss the practical uses of science in a social context to relate science to life.

Phase V. **Increased science done by women.** Combine qualitative and quantitative methods to gather data, using precise gender-neutral language and recognizing the effects of gender and racial bias on science.

By encouraging the development of theories that are relational, interdependent and multi-causal, rather than hierarchical, reductionist and dualistic, science becomes more gender-neutral.

Phase VI. **Science is redefined to include all people.** Instead of being the exclusive domain of the white, middle-class Western male, science will be more inclusive, be better science free of flaws and biases and affect more lives.

-The Journal of General Education, No. 3, 1993

Effects of Low Pay, Status on Administrators Accumulate

When women settle for jobs on campus with low pay and low salaries, hoping for raises and promotions, the decisions can harm their careers in the longer term.

Researchers Linda K. Johnsrud and Ronald H. Heck, of the education department faculty at the University of Hawaii at Manoa, studied 370 people promoted from within between 1982 and 1985.

They found significant gender stratification was both perpetuated and cumulative. Women were more likely to be hired into classified positions, despite having more experience in the school and educations equal to men. The bias was not due to differences in academic vs non-academic or technical or professional jobs, or women taking newly created jobs.

"Gender statification within the organization is both pervasive and persistent," they concluded. Since there are few if any jobs on campus for which gender is a bona fide job qualification, leaders should demonstrate a commitment to parity in hiring and promoting women, and provide incentives.

-Journal of Higher Education, January / February 1994.

Goals Determine Results for Students' First Jobs

A study of 529 high school and university graduates in Edmonton, Toronto and Sudbury showed that women grads had significantly lower expectations than men at graduation, and it carried over into their first jobs one year later.

Although women were more likely to study education and the arts, while men did engineering business or science, gender differences in initial employment were more attributable to a gender-segmented labor market and specific job conditions.

One year later, women reported working an average of three fewer hours per week, making $68 less per week, but did not differ significantly from men in perceived overall quality of employment.

Wanting a job with good opportunities for prototion increased the probability of getting such a job, regardless of sex, the researchers found.

-Canadian Journal of Higher Education, No. 1, 1993.

Farm Life: Not So Great For Elderly Women

Examining "the good old days" at the turn of the century for women on the farm, researchers found their situations hardly ideal.

Widows lost control of essential resources and became dependent in the homes of their children, who promised to care for them in exchange for the family farm. In 1990, more than 60% of people 65 or older lived with their children; by 1975, only 14% did so.

In contrast, today's more financially secure widows sell the farm, remaining in urban areas or villages, and stay independently in control, establishing "intimacy at a distance" with their children.

- Journal of Aging Studies, Summer 1993.

THE LAST LAUGH

Humor Breaks Class and Classroom Barriers

One of the casualties of today's culture wars may be humor. To avoid appearing insensitive or politically incorrect, some professors simply avoid levity of any kind. But the solution may amount to throwing the baby out with the bathwater.

Humor Helps

Humor can contribute to the academy in many ways, says Judith Beth Cohen, associate professor of liberal studies and adult learning at Lesley College Graduate School, Cambridge MA.

Precisely because it taps directly into one's deepest insecurities, a society's humor reveals much about itself. Boston University history professor Joseph Boskin notes jokes reflect the assumptions of the time, including those about race and gender.

Studying the humor helps students understand the period, and analyzing why jokes based on ethnic and sexist putdowns are no longer acceptable demonstrates patterns of social change, he says.

Humor also offers a vehicle to explore cultural diversity, says Cohen. "Bringing jokes, stories and sayings from their own cultures to class can help students understand some of the subtle communication differences they may take for granted."

Cohen describes sociologist Eugene Hynes, whose students study Apache jokes about Anglos "not to learn about Apaches as much as to see how the dominant group...has been seen by those without power."

The Value of Classroom Humor

Of course, studying jokes differs from making them, but joking itself can have a classroom role.

"Because humor reduces tension and creates a more relaxed classroom atmosphere, students are likely to perform better," Cohen says, describing two statistics teachers who use cartoons to reduce their students' anxiety about the subject.

Humor can also help students relax during tests, says Cohen. "Some teachers deliberately add a humorous item to an exam and encourage students to be funny in their answers."

Heard Any Good Hillary Jokes?

Elaine Miller, SUNY Brockport researcher whose video "Running Mate: Gender & Politics in the Editorial Cartoons" examines the portrayal of 1984 VP candidate Geraldine Ferraro, is studying the cultural aspects of jokes about First Lady Hillary Clinton. "The worse they are, the better they are from my point of view," she says, offering this sample:

Hillary and Bill return to their hometown, where she spots a gas station attendant. "I dated that fellow in high school," Hilliary comments."Just think, you could be married to a gas station attendant, " Bill muses. "Or," Hillary replies, "he could be president."

To contribute to her database and amuse the *WIHE* staff fighting spring fever, fax your Hillary jokes to *WIHE* at (608) 284-0601 or send them to 1934 Monroe St., Madison WI 53711; we'll chuckle and forward them to her.

Women administrators and professors have been criticized for being humorless, taking themselves too seriously in an attempt not to be thought of as "silly women." Lighten up, pros say.

Cohen notes that most research has focused on the teacher as entertainer rather than on using humor to enhance the curriculum. One study distinguished between confrontational and nonconfrontational humor, warning that teachers must laugh with, not at, their students. Another found that students criticized women teachers who adopt the aggressive humor style of male comics.

"Whether this is due to rigid expectations about proper behavior for women or a rejection of male modes isn't clear, but teachers should be sensitive to gender and power differentials when using humor," Cohen advises.

The rule of thumb is that a group with social power (e.g. lawyers, politicians) can take in stride jokes at its own expense, whereas have-nots are more apt to take offense.

Humor can create "a community of laughter, which can break down gender, class and race barriers... encourage bonding between student and teacher, student and student, and most important perhaps, between students and the subject matter being studied," she says.

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Chairs: Not The Only First Step to Administration

For women, the department chairship is a double-edged sword. It offers faculty an invaluable opportunity for administrative leadership, but it also brings a new stress, as a chair struggles to be both an effective leader and a productive scholar.

Stepping Stone to Administration?

"The department chairship is very valuable for women who haven't had leadership experience or opportunities before. It lets you see the larger arena," says associate dean Donna Schmitt, Eastern Michigan University. But while a common entry point to administration, it is not the only first step.

In a 1983 study, three-quarters of the presidents and two-thirds of the deans had never been a chair. Analyzing career paths, researchers K. M. Moore and colleagues found the chairship to be "the least potent rung in both career trajectories and the one for which other kinds of administrative experience are most often substituted."

And the chairship is less closely correlated with later administrative advancement for women than for men, Moore found in her 1986 study.

Yet women more than men appear to view the chairship as a springboard to administration, according to Marian Swoboda, assistant to the president for equal opportunity at the University of Wisconsin, and Kristin Barker, assistant professor of sociology at Linfield College, OR.

Their unpublished 1990 survey of 433 department chairs showed that while women chairs aspire to administrative careers at the same rate as their male peers, women are more than three times as likely to view the chairship as a key.

The misconception "needs to be corrected so that aspiring administrators can make successful career moves," Swoboda concludes. They also found that men were more likely to get extra income for serving as chair.

Chairship Without Tenure: A Risky Mix

Studies have also shown that women chairs tend to have less security. Of women chairs Swoboda surveyed, 51% were not full professors, compared to 31% of men chairs.

Men Get Paid, Women Get Released

In their survey, Swoboda and Barker found that men were more likely to get a stipend or raise for serving as chair, while women were more likely to just get release time.

Sound familiar? It's consistent with historical labor patterns, which do not value women's labor in monetary terms, says Barker: "Men's labor, as the source of family support, mandates monetary compensation, while women's labor as family caregiver results in 'release' from the obligation of earning a living."

As one of the few jobs in the world that pays in release time, the chair position as described in the Swoboda-Barker study lends "strong support for the conjecture that gender differences in compensation are an artifact of the traditional values placed on men's and women's labor."

Researcher James B. Carroll of Washington State University found a similar pattern in his survey of 110 schools, with women chairs twice as likely to be junior faculty. He concluded that this can work against women, since "the energies placed into obtaining full professor reduce time available for administering the department. This increased stress, which appears to be more likely in female chairs, could affect administrative effectiveness and length of tenure as chair," Carroll reported in *Research in Higher Education*, December 1991.

Or, women may be chosen as chair to handle the housekeeping chores and keep the peace, which they do to perfection, meanwhile neglecting their own research and chances for promotion/tenure.

Susan Kupisch, assistant VP for academic affairs and former chair at Austin Peay State University, strongly advises women to get tenure before becoming chairs, especially at research schools.

Scholarship Gives Credibility

Aspiring leaders must establish themselves as scholars first, Kupisch says. In a dean search committee she was on, faculty "were looking for a scholar and role model, not just an administrator. Strong

scholars have more credibility."

Chairs who try to make change, she says, "get a lot of resistance," and they need all the credibility they can get, especially if they are women.

Other barriers women face in obtaining and being effective in the chair position include:

•**Communication style.** Soft-spoken women may be seen as indecisive, while outspoken women may be seen as bossy or domineering. Women often verbalize their concerns more, says Kupisch, and they may be seen as the cause of concerns they bring up, rather than simply the first chair with the courage to address a long-term problem.

• **Leadership style.** Faculty accustomed to a dictatorial style may equate a "soft-power" approach with a lack of authority.

Louise Witherell, professor emeritus and former chair at the University of Wisconsin-Green Bay, observes, "No doubt my administrative moves were less authoritarian than those of male predecessors. I encouraged individual responsibility rather than rule from above. I was asked to step down by a dean on the grounds that some faculty members had complained of lack of leadership."

• **Focus.** Women may focus on intangibles like morale, a valid issue that men may want to ignore.

• **Scholarship.** Women working outside the field's mainstream are not seen as representing the department's central concerns. A women's studies affiliation is "a strike against them," says Kupisch.

• **Sexual overtones.** Male faculty may hesitate to invite a female colleague to a conference or a casual lunch, where essential but informal scholarly interchange often occurs.

Musts for Would-be Chairs

Beyond establishing herself as a serious scholar, says Kupisch, women seeking to be a chair should:

• ***Be collegial.*** Be present and visible around the department. Go to the coffee breaks, hang around the commons, attend meetings.

• ***Volunteer to serve on department committees,*** or to represent the unit on campus committees.

• ***Be known as someone people can trust,*** who works with the department and cares about it, not as a single-issue person or a climber.

Before accepting the job, ask former chairs about expectations and time commitment. Is the main focus on hiring, budgeting or fund-raising? To whom do you report? What's it like to work with that person? Ask yourself how you'll handle the increased workload, whether you're prepared to give up personal or family time, and when it's over, will you have difficulty going back to being "just a faculty member?"

As Chair, Seek Guidance

If you accept the appointment, don't do what most people do: muddle through as best they can.

"In a recent survey, more than 80% of chairs indicated they didn't know what their deans or faculty members expected of them, had not done any goal setting with the deans or department members, and had never been evaluated in their role as chair," says Ann F. Lucas, professor of management, Fairleigh Dickinson University, NJ.

If your campus, like most, provides no formal training or orientation for new chairs, seek input and direction from faculty and administration on a regular basis. Find out their expectations and needs, and clearly state yours. Form advisory committees to guide you and to share the work.

You Can't Please Everyone

Kupisch and Schmitt emphasize that chairs must expect mixed reactions to their decisions, and that relationships with colleagues will change, which may bother women chairs more than men.

While some disagreement is inevitable, be sure it's the issue and not your credibility under fire. For example, a woman who knows her research interests are outside the mainstream can appoint an advisory committee to reassure faculty that she is considering all viewpoints.

"If you are fair, honest and don't play games, you will earn your colleagues' respect," even if they don't always agree with you, Schmitt concludes.

The Female Advantage

Above all, the chairship "requires human relations skills more than anything else, getting people to work together and cooperate," skills that are often more developed in women, notes Schmitt.

Kupisch says when she was chair, "male chairs would sometimes call me for information rather than one of the men." It's a scenario straight out of Deborah Tannen: The men didn't want to embarrass themselves by seeming ignorant before another man, "but because I had lower status, they could ask me," allowing Kupisch to establish professional contacts she otherwise might not have made.

And finally, it's been noted that converted skeptics often make the strongest supporters.

JH

WOMEN IN HIGHER EDUCATION

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PROFILE

LaVerne Lindsey, Associate Vice Chancellor for Academic Affairs , and Dean, Continuing Education and Public Service, University of Tennessee

"I Like Change, and I Like Creative Program Responses to Human Need."

LaVerne Boyer Lindsey belies the stereotype of the hidebound senior administrator. Lindsey doesn't just like change, she makes it her business to know what's about to change, how it will change, and how this will affect higher education.

And she keeps her school a step ahead.

In the late 1970s Lindsey foresaw the revolution in telecommunications that would transform the knowledge industry. "I read all of the futures and economics literature, noting trends," she says, a habit she learned from her father, a banker.

> *Being in continuing education, in a support area, has offered me a pathway.*
>
> –LaVerne Lindsay

Convinced that telecommunications would become a major force in education, she "chose to develop telecommunications expertise. I was in the minority among my colleagues," she adds.

As "the only woman doing this, which was a big advantage," when she spoke in interviews and asked for money, she stood out and made an impression—and usually got what she wanted.

Money-Managing Skills are Key

In fact, raising money became another specialty for Lindsey. In 1982, as dean of continuing education at Florida Atlantic University, Lindsey's efforts at a legislative planning and strategy conference with private industry resulted in a major library expansion and a million-dollar engineering education program for the state of Florida.

Lindsey views "the practical dimensions—problem solving, ability to get money, manage money and leverage resources" as critical to her success. "If I didn't have those abilities, I wouldn't be where I am today. Thirty million dollars worth of grants speaks pretty loud and clear," she says.

Today she controls a $9 million operating budget and a full-time staff of 64. Her division of continuing education and public service serves more than 40,000 participants annually. She also oversees the telemedia facilities and programs which support continuing education, public service initiatives and outreach on campus and statewide.

Before coming to the University of Tennessee she was assistant provost of continuing ed and summer sessions at Kansas State University, where her extracurricular activities included developing a 200-slot child care center and an educational telecommunications uplink satellite facility.

Switching Horses Difficult

Going from Florida Atlantic, a small community college, to Kansas State, a major research university, was a lucky but unusual move for an academic administrator, says Lindsey. She found the larger university setting more stimulating and full of opportunities for innovation.

But better not to rely on luck, she advises. "You need to pick your horse and stay with it, because it's very hard to move between a community college and a four-year school."

But Be Prepared to Move

For the ambitious, Lindsey also advises in her characteristically direct manner that you be willing to move around geographically. "I don't think any university owes you anything. If you aren't willing to pursue your career on a national basis, you probably won't."

Lindsey taught high school English and social studies for 10 years in the 1960s before going back to earn her masters and doctorate at Mississippi State.

Though she has always held a concurrent faculty appointment and occasionally teaches a class, for Lindsey administration is where the excitement is, because it offers the chance to make a difference on a large scale.

"I like change, and I like creative program responses to human need," Lindsey explains. Described by a colleague as a mover and a shaker, she confides, "Quite frankly, the redundancy of teaching and academic programs bored me."

The Ceiling: Thinner in Some Areas

At the conference on Women in Higher Education in Orlando last January, Lindsey gave a workshop on strategies for breaking through the glass ceiling, which she clearly knows something about. Yet she notes, "If I had chosen to go straight up through the core of the college of arts and sciences, I probably wouldn't be at this level. Being in continuing education, in a support area, has offered me a pathway."

Moral: The best route between two points is not necessarily a straight line, especially for women.

Cultivate Strong Mentors, Staff

Lindsey also credits her success to surrounding herself with good people, above and below her level. "I have always had excellent mentors, both men and women," she says.

But when you depend heavily on others, as she must, it's important to be able to distinguish the wheat from the chaff. "My flaw, if it is such, is that I do not suffer fools gladly. My ability to recognize good people and listen carefully to them has been very helpful." ■

JH

Women Scarce as Trustees, But Bringing A New Priority

Considering the trustees' key role in making policy, setting priorities and determining the future of the academy, women are being shortchanged.

While women now are in the majority of students and make up about 40% of faculty in higher education, the composition of college governing boards has not kept pace. In 1992, women comprised only 23% of trustees.

Governing boards still draw heavily on middle-aged white businessmen, a profile that has changed little since 1923, when Upton Sinclair wrote, "You could not tell a chart of the Columbia trustees from a chart of the New York Central Railroad."

Other social historians have criticized college governing boards, especially nonelected trustees, as being unaccountable to and unrepresentative of the institutions they control. (See NEWSWATCH on page eight for two new alternative developments.)

The Trustee's Decade

Governing boards will be the key agents of change for higher education in the 1990s, predicts Clark Kerr, president of the University of California system from 1958-1967, in *The Guardians: Boards of Trustees of American Colleges and Universities* (1989).

Women trustees listed quality of education as the top priority, followed by long-range planning and financial security.

Kerr calls the 1960s the decade of students, the 70s the decade of faculty and the 80s the decade of administrators, and predicts that the 90s will be the decade of trustees. His reason is that government rules and court decisions will spotlight the authority and liability of education's governing boards.

Women: Present but Not Accounted For

In the first in-depth study of women trustees in 1971, researcher Helen Godfrey found no obligation of governing boards to reflect their constituencies.

By 1978, this had changed. Women trustees reported that their male counterparts expected them to have a better understanding of women's educational needs. Yet "if women are the experts with reference to women's education, then why do their numbers on trustee boards not reflect female populations?" asked researcher Mona Generett.

In the 1980s, the closing of some religious colleges and entry of men into former women's colleges meant a further drop in women trustees, as men took over slots formerly reserved for women.

Today the importance of women in the faculty and administration is broadly recognized, even federally mandated at public schools, but it does not yet extend to governing boards.

Give, Get, or Get Off

From her survey of 305 trustees at 18 private Pennsylvania liberal arts colleges, Kathleen Rex Anderson, Director of Development at Chestnut Hill College PA, notes problems for women in joining and staying on governing boards:

- **Money.** Trustees are expected to "give, get, or get off." Women often can't or won't match the fiscal resources or fundraising clout of men.
- **Experience.** Trustees and academic leaders view business issues such as strategic planning and marketing as primary board responsibilities, and feel women lack experience and confidence in them.
- **Inhibition.** Many women trustees lack the confidence or desire to be influential, controversial, or to really seek or exert power. In full board meetings or finance committee meetings, women trustees "seem to just go along," said one male respondent in Anderson's survey.
- **Residual bias.** The "old boys" unconsciously relegate women's opinions and concerns to second place, and fail to include women in informal and behind-the-scene decision-making.

Contrasting Perspectives

Men respondents also claim difficulty in finding women qualified to be trustees. Female candidates are "too busy, too young, unable to make financial commitments, family obligations, etc.," one wrote.

But a woman respondent said the problem was "one of perception: male trustees perceive that women are either incapable, or a possible threat to their 'old boy' network. In either case women are shut out from active involvement and participation."

Yet Anderson notes that many critical comments concerning women trustees came from women, who cautioned about being perceived as soft or identifying too narrowly on certain issues.

Most striking was that men and women view the board's priorities differently, Anderson found. For men, financial planning and related budget issues (fund-raising, cost control, development) were the number one concerns, with quality of education second. Women trustees listed quality of education as the top priority, followed by long-range planning and financial security.

Among both men and women trustees, the executive and finance committees rated first and second as "most influential" committee. Yet most women chose to serve on committees for academic affairs, student affairs and strategic planning.

Asked whether board composition adequately reflected the college population, 75% of the men said yes, compared to only 46% of the women.

Start With the Nominating Committee

To create a board more representative of and responsive to constituents, Anderson advises trustee nominating committees to assess their decision-making process on the following points: Does it create a diverse pool of nominees? Does it include a proactive effort to identify qualified women? Does the committee itself include women and minorities?

Anderson suggests publicizing case studies that document success stories to dispel myths about women's ability to raise funds or chair committees. "I know there are competent and capable women trustees who have led their institutions through change. However, the research still indicates that the relative importance of women in the role of institutional stewards is pathetically uneven." ■

Kathleen Rex Anderson presented at the January Women in Higher Education conference sponsored by the University of Texas-El Paso. Contact her at (215) 248-7105.

CAREER CONNECTIONS

To assure that the pool of candidates for positions on your campus includes qualified women, alert your school's human resources department and chairs of search committees to this new resource. For additional information on how to reach 7,500 women administrators and faculty for just $230, call Chris Carman at (608) 251-3232. Deadline is the 20th of the month.

University Faculty Position
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Full-time, tenure track beginning August 21, 1994. Earned doctorate preferred but lesser credentials will be considered. Candidate must have mild learning and behavioral disorders emphasis with minimum of 3 years direct service to individuals with mild disabilities. Experience in higher education teaching, advising, and supervision highly desirable. Responsibilities include teaching and supervision in mild learning and behavioral disorders with preferred LD and E/BD emphasis, advising students and participation in grant writing, research and service activities. Rank/salary dependent upon qualifications and experience. Application Deadline: April 26, 1994. Submit letter of application, vita, transcripts and 3 current letters of reference to: Dr. Hans R. Hahn, Chair, Search & Screen Committee, Department of Special Education, University of Wisconsin-Whitewater, Whitewater, WI 53190-1790.

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KSU
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Application deadline: April 8, 1994. Desired starting date: July 18, 1994. Salary range: $22,000-23,000 with excellent benefits.

Please send application letter, resume, and name, address, and phone of three professional references to:

Bonnie Scranton
Director of College Advancement
KSU-Saline College of Technology
2409 Scanlan Ave.
Salina, KS 67401

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THE UNIVERSITY OF ARIZONA

THE UNIVERSITY OF ARIZONA is a public, land grant, Research I University consisting of eight schools and 11 colleges including a Health Sciences Center composed of the Colleges of Medicine, Nursing and Pharmacy. The University has an enrollment in excess of 35,000 students, a supporting faculty and staff of over 12,000 and an operating budget in excess of $700M. The 350 buildings at the University and the Health Sciences Center have an area of 9,000,000 gross square feet. The University of Arizona invites applications and nominations for the following positions:

DIRECTOR OF FACILITIES MANAGEMENT

FUNCTION: Reports to the Deputy Vice President for Facilities. The Director is responsible for overall management and operation of the Facilities Management Division, with over 500 employees. Specifically this position is responsible for: efficient and effective operation, maintenance, and control of University physical facilities; budget preparation, analysis and administration; efficient production of utilities, including active energy conservation and developing creative supply alternatives; participation in the planning and development of new and existing facilities to optimize use of resources in a constrained resource environment; cooperative liaison with academic and support organizations of The University. A more detailed position description will be provided to applicants.

COMPENSATION: Salary range $70,000 to $80,000

DIRECTOR OF FACILITIES DESIGN AND CONSTRUCTION

FUNCTION: Reports to the Deputy Vice President for Facilities and is responsible for the direction, management and administration of divisional efforts associated with the design and construction of all University facilities projects having a value greater than $10,000. The Director is responsible for the operation of Facilities Design and Construction, with some 35 architects, engineers, construction project managers, and project control personnel, and decisions involving total division resources. Specifically this position is responsible for: delivering efficient and low life-cycle cost, energy-efficient designs; high quality construction; effective project budgetary controls and overall division financial management; budget preparation, analysis and administration to support annual budget submissions. A more detailed position description will be provided applicants.

COMPENSATION: Salary range $60,000 to $70,000

MINIMUM QUALIFICATIONS

For both positions the successful candidates will have at least a Bachelor's degree in architecture, engineering, planning, business management or related discipline. Ten years of administrative experience in a public or private university, college of medicine, hospital, and/or private or government facilities organization is required, including five years' experience in senior management positions of increasing responsibility. Experience at a research university is highly valued. Candidate must have excellent oral and written communication skills as well as outstanding interpersonal skills. Formal TQM training or equivalent experience is desired, as is demonstrated successful experience dealing with affirmative action and diversity issues.

APPLICATION

Send resume and names, addresses and phone numbers of three references to:

Dr. William Cosart, Chair
Facilities Management Search Committee

Dr. Thomas J Lindell, Chair
Facilities Design and Construction Search Committee

The University of Arizona, Administration Building, Room 605, Tucson, AZ 85721-0001. **Priority given to applications received by Friday, April 29, 1994.** However, applications will be accepted until the position is filled.

The University of Arizona is an EEO/AA Employer and has a strong commitment to the principles and practices of diversity throughout the University community. Women and minorities are invited and encouraged to apply.

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Information and Instruction Librarian

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Qualifications:
MLS from an ALA accredited institution. Working knowledge of machine-assisted reference services. Professional library experience, reference service preferred. Experience in bibliographic instruction. Substantial experience with microcomputer applications and solid knowledge of information technology and applications. Good communication skills. Ph.D. or a second Master's degree, or a specialist degree is also required for tenure. Reference specialization in business, education, or law preferred.

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Application: Send letter of application, a current resume, 3 current letters of reference, and transcripts to: Dr. Hai-ping Shao, Dean, UW-Whitewater, Library & Learning Resources, 800 W. Main St, Whitewater, WI 53190. Phone (414) 472-1001 or fax (414) 472-5717. All materials must be received before the application can be considered. Deadline of application: May 15, 1994.

UW-Whitewater is an equal opportunity employer.

VICE PRESIDENT FOR RESEARCH

Utah State University invites nominations and applications for the position of Vice President for Research.

RESPONSIBILITIES:

• Provide leadership for all members of the University community by promoting and developing funded research, coordinating university research policies and procedures, pursuing technology transfer and other private sector-related research activities, and encouraging and fostering an atmosphere and system that values all forms of scholarly activity • Function effectively with the President, Provost, other Vice Presidents and Deans as part of an integrated administrative team.

QUALIFICATIONS:

Required -- • An understanding of the role of research in a comprehensive Research University • A commitment to foster and sponsor research and creative activities among all academic disciplines • An ability to communicate effectively, both verbally and in writing, with a variety of groups ranging from lay persons to legislators and academic researchers • A demonstrated knowledge of the federal funding process and policies • Commitment to continue development of the USU Research Park • Commitment to develop an active program of technology transfer and other partnerships with the private sector • A demonstrated record of responsible fiscal management • Commitment to promote inter- and multidisciplinary research, including the development of thematic research teams • An understanding and endorsement of the land-grant tradition.

Desirable -- • Administrative experience in an academic environment • A terminal degree and personal experience in obtaining and implementing research programs, especially those that are federally funded • Experience interacting with a legislative body in federal or state government • Experience with a variety of research related enterprises on a University campus, e.g., safety office, animal laboratory care facilities, human subjects committees, biohazards regulations and a research library.

INSTITUTION:

Utah State University was founded in 1888 as the land-grant institution within the public education system of Utah. The student body includes approximately 15,000 undergraduates and 3,000 graduate students from all 50 states and 60 foreign countries. There are 43 academic departments with 850 faculty in eight colleges (Agriculture, Business, Education, Engineering, Family Life, Humanities/Arts/Social Sciences, Natural Resources, and Science). Forty doctoral and 98 master's degree programs are offered. Nearly every college contains one or more specialized research centers. The University's total extramural research support exceeds $90 million annually. The University, located in Logan, is situated in a beautiful mountain valley 80 miles north of Salt Lake City. The campus is noted for its physical beauty, friendly and intellectual atmosphere, and thriving research enterprise.

APPLICATION:

Interested applicants should submit a resume which provides: a full representation of qualifications; a letter detailing compatibility between their experience and this position; and names, addresses and phone numbers of five persons who may be contacted as references. Review of applications will begin 15 April 1994 and will continue until the position is filled. Submit nominations and applications to:

Dean James A. MacMahon, Chair
Vice President for Research
Search and Screening Committee
Utah State University, Logan, UT 84322-4400
Phone: (801) 750-2478, FAX: (801) 750-3378
E-Mail: SCIDO @CC.USU.EDU

After March 28 all prefixes are 797-xxxx

Utah State University is committed to enhancing multicultural and gender diversity and is sensitive to needs of dual-career couples. We are an AA/EO employer and encourage applications from minorities, women and people with disabilities.

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Job #870

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AA/EEO/TITLE IX

CIVIL ENGINEERING TECHNOLOGY

Kansas State University-Saline invites applications for a full-time faculty appointment beginning in August 1994. This is a tenure track position as Assistant or Associate Professor in the College of Technology's Civil Engineering Technology program. Candidates must have four years related industrial experience, be licensed as a professional engineer or in position to become licensed within one year, and hold an MS in Civil Engineering or Civil Engineering Technology. Responsibilities will include teaching at the associate degree level, scholarly activity, professional involvement and contributions to the continued development of the civil technology, surveying, and GIS/LIS fields. Applicants should demonstrate expertise in the transportation, structural and materials areas. Teaching experience in engineering technology is highly desirable. Applications with references and transcripts should be received by April 30th, but they will be considered until the position is filled. They may be sent to Dr. Jim Keating, College of Technology, Kansas State University, 2409 Scanlan Avenue, Salina, Kansas 67401. KSU is an affirmative action/equal opportunity employer and actively seeks diversity among its employees.

VICE PROVOST FOR MINORITY AFFAIRS

The Ohio State University

The Vice Provost for Minority Affairs is a member of the Provost's staff and participates in the full range of planning and decision making activities undertaken collectively by that staff. In addition to other responsibilities assigned by the Provost, the Vice Provost has line responsibility for the Office of Minority Affairs and the Frank W. Hale Black Cultural Center. As administrative head of the Office of Minority Affairs, the Vice Provost cooperates with other University offices, faculty, staff, and students in monitoring, evaluating, proposing, and implementing improvements in programs, policies, practices, and outcomes with respect to minority student recruitment, retention, support, graduation rates, and quality of life. The Vice Provost is also responsible for providing leadership in promoting a diverse campus community and in creating a campus climate supportive of diversity; for providing oversight for the development of affirmative action plans by academic units; for working collaboratively with the University Development Office to raise funds to support minority students and programs; and for working collaboratively with the University Alumni Association to strengthen the links between minority alumni and the University.

Candidates for this position should have an earned doctorate or equivalent terminal degree, have demonstrated leadership and administrative skills; and have extensive experience in higher education, preferably at a comprehensive research university; as well as have experience related to the specific functions of this position.

The position is available July 1, 1994 or until filled. The salary is negotiable.

Applications and nominations should be sent to:

Nancy M. Rudd, Associate Provost
Office of Academic Affairs
203 Bricker Hall
190 N. Oval Mall
Columbus, OH 43210-1358

The Ohio State University is an Equal Opportunity, Affirmative Action Employer. Women, minorities, Vietnam-era veterans, disabled veterans and individuals with disabilities are encouraged to apply.

Vice President of Student Services

De Anza College, located between San Francisco and San Jose in the scientific and technological hub known as Silicon Valley, is currently accepting applications for the Vice President of Student Services. The College provides students with an outstanding diverse education. De Anza College is recognized as one of the top community colleges in the nation and was named the number one community college in overall excellence and instruction. The campus is one of the largest in the nation, with a fall enrollment that averages 25,000 students.

Under the direction of the college President, the Vice President of Student Services will provide strong leadership and vision in the planning, direction, administration and evaluation of the Student Services programs; work collaboratively with instruction and all other segments of the De Anza community. The Vice President will bring a demonstrated capacity for hard work, effective communication, clarity of principles and goals, flexibility in approach, and the ability to inspire confidence and mutual respect. The successful candidate must have a commitment to working with diverse academic, socioeconomic, cultural, linguistic, ethnic, and disability backgrounds of community college students and staff.

Salary: $82,662 annually plus benefits.

Applications and complete job description may be obtained from:

Employment Services
Foothill-De Anza Community College District
12345 El Monte Road
Los Altos Hills, CA 94022
(415) 949-6217

A résumé or vita may not be substituted for a completed application. Position is open until filled, with a first review date of April 22, 1994. AA/EOE. Announcement #94059.

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PRESIDENT

Boyce Thompson Institute at Cornell University

Applications and nominations are invited for the position of President of Boyce Thompson Institute for Plant Research at Cornell University. Boyce Thompson Institute (BTI) is a non-profit, independent, privately endowed corporation conducting research on plants and associated organisms. The Institute is a modern facility located on the campus of Cornell University and is affiliated with the College of Agriculture and Life Sciences. BTI has an annual budget of $8 to $9 million and employs approximately 145 scientists and support staff, 70 at the Ph.D. level.

The President serves as chief executive officer and is responsible for formulation of Institute policy, evaluation of productivity of research programs, selection of scientific personnel, acquisition of financial support, overall operation of the Institute, interaction with Cornell University administration, and development and promotion of external relations. The President reports to the BTI Board of Directors.

Selection will be based upon experience, consistent with the goals of the Institute which span basic and applied research. Demonstrated scientific leadership, proven administrative ability, and success in recruiting research support and/or fund raising are essential. Applicants should send curriculum vitae, bibliography, and names of five professional people acquainted with the applicant's background to Norman R. Scott, Vice President for Research and Advanced Studies, Chair of Search Committee, Cornell University, 314 Day Hall, Ithaca, NY 14853. Nominations should also be sent to Dr. Scott. All applications and nominations should be submitted as soon as possible. The Search Committee will begin reviewing applications June 1, 1994. Target starting date by July 1, 1995, to September 1, 1995. An Affirmative Action, Equal Opportunity Employer. Women and minorities are encouraged to apply.

CORNELL
UNIVERSITY

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NEWSWATCH

"Bricks for Bucks" Helps Build Center for Women in Politics at Iowa State University

Only women can have a brick dedicated to them in the new Plaza of Heroines outside the building soon to be converted to the Center for Women in Politics at Iowa State University at Ames.

So far, about 1000 of 10,000 bricks have been sold at a minimum of $100 each. Most honor a donor's mother. A two-page narrative and picture of each woman honored will be on a computer inside.

Leaders need to raise $1.3 million from sales of bricks and other sources. The center is named after Carrie Chapman Catt, an 1880 alumna who founded the national League of Women Voters.

Backlash Threatens Affirmative Action

Two white male California State University professors are trying to curtail the gains women and minorities have made through affirmative action, one using the legal system and the other crusading for a ballot iniative that would effectively outlaw it.

M. Ali Raza, who teaches business law at Cal State Sacramento, says system policies unfairly set aside some jobs for minorities, while officials say they consider race and gender as only one factor in hiring in order to create a diverse faculty and staff. The state attorney general says the system may consider race in hiring to correct past bias.

Glynn Custred, an anthropology professor at Cal State Hayward, proposes a statewide initiative vote to change the California constitution to outlaw preferential treatment in public jobs and schools. Getting it on the ballot requires 616,000 signatures.

California ballot initiatives frequently signify national political and social trends, according to *The Chronicle of Higher Education* March 16, 1994.

Tennessee Bill Would Require Sex Equity Among Governing Boards of Education

Women make up half of the population, but only one of the 13 members of the Tennessee Board of Regents and less than 20% of education boards.

No fair, says Sen. Jim Kyle, author of a Senate bill to require the governor to alternate between appointing men and women to four state higher education governing boards, until their numbers are equal. Kyle's bill passed the state Senate 21-2, with eight abstentions. A committee of the state House of Representatives is now debating it.

Even among the state's three women senators, opinion is split. Senator Carol Rice opposed it because "It was a quota bill. I think women are making great strides, and we're getting terribly impatient, but we're doing it on our own."

California Rejects Male Regent Nominee

For the first time ever, a governor's choice for the California Board of Regents was rejected.

Thomas Lee would have been the first Chinese American to serve as regent. He was nominated in part to increase diversity on the board, after a close vote confirming Governor Pete Wilson's last white male nominee, his financial advisor John Davis.

Lee says his rejection was based on politics and his ethnic background. Opponents blamed his bad record of voting to raise student tuition and 27 top administrative salaries, according to *The Chronicle of Higher Education* on March 16, 1994.

Nebraska Students to Judge Profs' Fairness

Starting next fall, classroom evaluations by students at the University of Nebraska-Lincoln will include questions on whether professors have treated all students with fairness and respect, or have displayed bias against any students or group.

As recommended by the university's academic senate, the questions reflect a concern about student complaints about professors' racist or sexist jokes.

Wisconsin to Add Softball, Lacrosse

Prodded by the Office of Civil Rights that found a failure to comply with Title IX prohibiting sex bias at schools receiving federal funds, the University of Wisconsin at Madison announced plans to upgrade women's softball to varsity status by 1996, and create women's lacrosse a year later.

Women ice hockey players, who have had a club team since 1974 and fielded two teams totalling 51 players this year, failed in their attempt to gain varsity status, despite women's ice hockey becoming a medal sport in the 1998 Olympics.

Too expensive, an athletic board member said. Varsity status is anticipated for women's university clubs at nearby UW-River Falls, and in Minnesota at the Twin Cities, Duluth and St. Cloud. Women high school students are forming teams in Wisconsin.

Athletic Director Pat Richter admits lacrosse may be a gamble, since only one other Big Ten school, Penn State, has a team, and virtually no high schools do. "Maybe we're ahead of the game," he said in the *Wisconsin State Journal* March 5, 1994.

The board will review its lacrosse decison next year.

Women on Catholic Campuses to Meet

Share strategies for surviving and gaining power within the patriarchial system of Catholic higher education by attending a conference at Loyola University in Chicago on June 24-25.

Four tracks cover administration and policy, research on women, women's studies and women's academic lives. Specific sessions will help women build women's studies programs, affect curriculum change, manage conflict and gain power as administrators and deal with woman-trashing.

The first conference of women on Catholic campuses, held at Boston College in 1992, attracted about 250, including nuns as well as "outsiders."

For more information, contact Melissa Kesler Gilbert at (617) 552-4198. *WIHE* will be there.

Also contributing to this section were the *New York Times*, the *Wisconsin State Journal* and *The Chronicle of Higher Education* .

Dealing with Difficult Men

by Judith Segal, PhD. Lowell House, 2029 Century Park East, Suite 3290, Los Angeles CA 90067; 194 pages, 1993, $22.95 plus $2.90 shipping hard cover. (310) 552-7555.

Difficult people make work unpleasant, so Judith Segal offers strategies and solutions to empower women in dealing with those of both genders. Segal teaches management development at the University of Southern California.

Although academe is supposed to be dedicated to supporting the good of all society, often it becomes an empire, allowing difficult people to get away with behavior that is unacceptable to women.

Characteristics of difficult people:

- **Emotional Neanderthals.** They withhold, or are out of touch with, or are totally ruled by their feelings.
- **Poor communicators.** Their messages are unclear, closed, indirect or dishonest.
- **Control freaks.** They use either passive behavior or blunt aggression to control others.

Difficult people get ahead because others allow them to misbehave that way. Women are frequent targets because they are culturally taught to defer to men, and to see themselves as reactors, not actors.

The first step in dealing with difficult people is to identify some types by their difficult behavior:

The Destroyer can be loud and abrasive, or quiet and seething, using intimidation to control by making it uncomfortable for one to refuse. Best to just get away from this type.

The Blamer has a strong emotional investment in saving face, so uses passive-aggressive behavior to promote others' guilt and to reaffirm personal value. To handle this type, take notes and read them back, confirm specific details and insure the blamer's accountability for statements and actions. Try to confront the misbehavior without being defensive, hostile or emotional.

The Logic Pusher gets annoyed when you try to clutter black-and-white facts with opinions and emotions, which are seen as messy, unpredictable and irritating. To deal with this type, humor often works. If not, do your homework and use logic and documentation (their own medicine), sprinkling in words like "implications" and using numbered arguments with visuals to refute them.

The Bait-and-Switcher uses your emotions against you, looking and sounding like a caring and sensitive person until you feel comfortable and open up, and then turning your feelings into an excuse to devalue you. Keep this type at arm's length, or talk about behavior, interpretation and results, not emotional investments.

The Executive is an empire-builder who expects you to handle the details and clean up the messes left behind. Supreme of ego and short of tolerance, this person responds well to deference and loyalty, while criticism produces fury and vindictiveness. Negotiation works well with this type.

The Self-Appointed Expert seeks deference and admiration, and uses intimidation to get them, taking credit for everything. A natural mentor who can be a good supporter, an expert values you by how much reverence you show.

The Wimp assumes the pose of helpless victim who avoids being hurt, challenged or pressured. Don't expect wimps to go to bat for you; your best bet is to go around or over them.

To deal with them, women must kick bad habits such as: automatically taking a subservient position, expecting confrontation to fail, becoming too aggressive, constantly deciding it's not worth it, feeling you're imagining it, worrying about them not liking you, ignoring difficult behavior or hoping it will go away, or waiting so long to deal with it that it gets blown out of proportion.

> *Insanity is doing the same thing over and over again, but expecting the results to be different.*
> – Judith Segal

Nice women do talk back, by changing their attitudes and adopting these actions:

- Recognize that your attitude is in your hands.
- See yourself the way you want to be.
- Stop worrying about what others think of you.
- Decide it's okay to laugh at yourself.
- Seek help from whomever you think may be useful, female or male, because people know how to deal with their own types.
- Resolve to act the part and see what happens.
- Acknowledge your fear but don't let it stop you.

When to Speak Up

Confront a difficult person only when it makes a difference for you. Specifically, if: you stand to gain more than you lose, it's your job to say something, or you want to create a mutually respectful environment. Similarly, if you don't want to condone future misbehavior, or you need to protect your own interests, speak up. Don't do it if you're trying to teach a lesson, flex your power or make another person look bad.

Confronting difficult behavior at work without alienating or angering is a learned skill involving five steps: 1) Give your perspective of the situation: "When you..." 2) Give your understanding of what has been said or done: "I understand this to mean..." 3) Describe the impact on you: "As a result, I..." 4) Describe your gut reaction: "I feel..." 5) State what you want: "I want..."

Or confront using contrasting statements. Begin with what you wanted, compared to what you got. Be very specific, factual, unemotional.

Cultivate a Poker Face

Body language speaks loudly. Smiling too much or too broadly can diminish respect. Plan how you want to appear to each of your difficult people, and then monitor their reactions. It may feel silly, but practicing a poker face and neutral body position in

the mirror can pay off.

Listening closely can give you an edge in an emotionally charged encounter. It's important to let difficult people complete their thoughts before responding, listen for their hidden meanings, stay focused even amid repulsive people and ideas, ignore distractions and look and sound interested.

If you are problem-solving with a difficult person, recognize the need to: Agree on the problem or the main issue, state your desire to work on its solution and ask for a similar commitment, brainstorm and consider all options.

To de-escalate conflict, use humor, find common ground, show willingness to be flexible, focus on one issue at a time, be as factual as you can, show respect and empathy for the difficult one's position.

Don't justify, defend or explain your position by using the word "because" in your statement: "I cannot stay late to finish that."

Other tactics include keeping your tone of voice steady, saving sarcasm for one-shot deals as it will be remembered, making behaviors and not personality the issue. Finally, do not adopt a superior attitude or stop listening.

Expect Backlash

Negative reactions to your new behavior? They will come from those whose behaviors will have to change with yours. Some backlashers will tease or test you, accuse you of having PMS or a bad day.

Women are tested by those who ask a lot of tough questions to probe her knowledge and skills, posing tough questions and probing to discover how she would handle difficult situations. Then they sit back and watch how she copes with adversity: whether she becomes too emotional, and how good a sport she is; whether she blames others or is a team player. In many cases a women is given a job she is not ready for, falls apart, and then is banished from other key positions because "she just doesn't have the right stuff."

The hardest part is to overcome your urge to back down, say it isn't so, and go back to what you've always done. A popular definition of insanity is doing the same thing over and over, but expecting the results to be different. Difficult people will keep on testing you, and intermittent reinforcement produces the longest learning curve.

Segal offers caveats to prevent backsliding:

- Don't become too cocky.
- Don't be afraid to ask for help from a friend.
- Don't think once is enough.
- Don't expect other women to like or applaud you.
- Don't fail to recognize your progress, even small.
- Don't stop trusting yourself.
- Don't worry, just start doing it.

MDW

RESEARCH BRIEFS

Coaches Back Macho "No Pain-No Gain"

Even women coaches, and coaches of women's teams, are buying into today's cultural beliefs that college athletes should be willing to endure risk, pain and injury for their sports, according to a survey of coaches at a medium-sized southern university in NCAA Division I.

Although the survey covered only 26 coaches of eight women's and ten men's sports at one scvhool, it supports other research showing that women are buying into a macho sports ethic.

Of a 31-item scale constructed from a content analysis of *Sports Illustrated*, only six items produced differences related to gender.

Women coaches were much less likely than men to agree that athletes who play hurt deserve respect (50% vs. 95%), that playing hurt impressed them (50% vs. 95%), and that coaches make athletes feel guilty for not playing hurt (0% vs. 60%).

Also, **coaches of women's teams** were far less likely to believe that athletes trying to make a comeback have something to prove (40% vs. 81.3%) and that playing with pain shows character and courage (60% vs. 93.8%), or to frequently discuss injuries and pain with other coaches (10% vs. 50%).

Overall, the majority of coaches either agreed strongly or with some reservation to the items supporting the sports cultural ethic of sacrifice, risk-taking, playing hurt and rejecting limits.

– ***Sociology of Sport Journal***, March 1994.

Canadian National Doctoral Awards Found Free of Direct Gender Bias

Women applicants for national fellowships in social sciences and humanities get fair treatment compared to men applicants, researchers found, and maybe even a little advantage.

In 1992-3, about one quarter of the 3,149 applicants for Canada's SSHRCC federal grants shared $3.8 million. Winners were chosen by professors on discipline-specific committees.

Glenda Wall and J.S. Frideres of the University of Calgary studied committee seven, which dealt with applicants nationwide in sociology, social work, communications and criminology. Women accounted for 62% of the sample of 291 and 65% of the total applicants. They found a high degree of agreement by the assessors in the selections.

"Clearly instrumental" in deciding who got the awards were referee (advisor) appraisals and rank, as provided by their department. Publications and other awards played a significant but lesser role.

Women received an advantage indirectly, because their schools of origin didn't affect their chances for an award, while men attending an eastern school gained an advantage. Similarly, mature students who had worked between undergraduate and graduate school seemed to gain a preference, and more of them were women.

– ***Canadian Journal of Higher Education***, No. 3, 1993.

Salary Equity: Don't Leave Home Without It

Last month's report on the recent CUPA salary survey found a gender pay gap in many positions. To be sure your salary is fair, here's what to look for, and what to do about it.—Ed.

Salary equity concerns are often justified, and they're about more than principles and fairness. A too-low paycheck can dog a woman from job to job, ultimately lowering her retirement income.

Inequities Begin Early

From their first job, women usually get paid less than men. The result? They're not only valued less, but across-the-board raises enlarge the gap.

One chief business officer noticed that she and the other women administrators at a public technical college were all making around $10,000 less than their male peers, "a big difference on a base of $30,000," she notes.

The school claimed the difference was due to experience and length of service, though no salary equity study had ever been done. "So I went back and looked at starting salaries, and that's where the discrepancies began," she says.

Why Do Salary Gaps Persist?

A frequent scenario is the professor who was hired as an instructor back when her husband was a department member or when the department "didn't hire women." Even when she finally becomes full-fledged faculty, her salary never catches up. And she may never know it.

One professor emeritus says, "... after a time of salary freeze, I was shocked to see that my salary was $5,000 to $6,000 below other full professors in my unit. I was now 66 years old, and the amount of my pension was at stake."

A similar pattern results from women administrators' greater likelihood of being hired into classified positions, which tend to pay less than academic staff positions, according to Linda K. Johnsrud and Ronald H. Heck, education professors at the University of Hawaii at Manoa. In a recent study, they found the gender stratification to be perpetuated and cumulative after later promotions.

Even within academic staff positions, a woman who has worked her way up within a school (more common than for men, Johnsrud and Heck found) often ends up in a lower salary structure than a man hired from outside, who was getting a higher salary elsewhere. When he's hired, her salary won't rise to match his, even if their experience and positions match.

Negotiate from Strength

When you get a job offer, gather as much salary information as you can to negotiate from a position of strength, advises Marie McDemmond, VP finance at Florida Atlantic University. No matter how pleased you are to get the job, don't settle for a low starting salary in hopes of a raise, because your raises, promotions and competing offers will be based on your current salary.

Kirk Beyer, human resources director at Gustavus Adolphus College and chair of the CUPA administrative compensation survey, advises using the survey to find the median salary for the job, and negotiate from there. (See March 1994 *WIHE* on how to get a copy, or check with human resources.)

Once you're established in a job, memo your boss every six months updating your goals and accomplishments. Put a copy in your personnel file, so nothing is missed during your merit review, advises McDemmond.

"Women have to sell themselves; nobody's going to toot your horn. I've had women actually say 'Oh, I don't need to make that much'! This is a key issue for women, because even as we move up, we're not making the same money." She adds, "With money comes respect."

Document Everything

Questioning a salary often kindles fears of retaliation. But any retaliation is just as much a violation of Title VII of the Civil Rights Act as are gender pay inequities themselves. Both are illegal, so don't be afraid to do your own research on it.

It's critical to document everything, including discussions and phone calls, says one unit director currently involved in a salary dispute. Note places, dates and times of conversations; keep a log or summarize key points in a memo to those involved or to a confidante. Print hard copies of relevant e-mail, stamped with date and time.

Because sensitive files can "disappear," she recommends keeping copies at home.

The prospect of retaliation is intimidating, but "women have to be strong enough to say, 'I'm being underpaid,'" says McDemmond.

If you've already filed an EEOC complaint or a suit, you hold the trump, because subsequent harassment will be presumed to be retaliation.

Don't Tolerate Retaliation

To stop retaliatory harassment, it's usually enough to mention it to someone one or two steps above the harasser: the president if necessary. "Since the president talked with him, my supervisor has backed off," notes the unit director.

She also suggests confronting the harasser directly in some cases. Stick with the facts, show documentation and say, "This is what I perceive, and I want it to stop." Bullies often back down when you confront them, she says.

Another high level campus administrator filed a complaint with the U.S. Equal Opportunities Com

mission regarding retaliatory harassment. Though some women criticized her for doing it when her original employment dispute was not one of discrimination, her harassment stopped instantly.

An Ounce of Prevention

The best way to prevent retaliation is for institutions to make salary information as open as possible, so that nobody has to sneak around looking for data or be surprised by an inquiry.

One ploy involves soliciting a competing offer, to prompt a salary boost without actually changing jobs. Schools that make a good faith effort to pay employees fairly and encourage employee participation in correcting inequities will spend less time and money matching outside offers or replacing their best employees.

And employees usually don't want to leave, even when they know they're being cheated on salary. Particularly women, who often have employed spouses and children in school.

"I love my job," says the unit director, whose salary is $12,000 below that of her peers. "I don't want to sue. I don't want to leave my job, and I don't want to hurt the school."

Other Options

After exhausting internal procedures, options are to switch jobs, file a federal complaint or sue.

Expecting "nothing will change," the unit director is checking job openings and networking aggressively. But she knows that a new employer should know the circumstances under which she left. If they retract the offer upon learning about it, she can't go back.

"It's too easy to just take a job somewhere else," the chief business officer believes. "We have an obligation to the women in the system, as well as the students, to see that something's done." She's deciding whether to file with the EEOC or sue.

Anyone thinking about suing should contact a lawyer experienced in labor and equity issues. State bar associations list lawyers and their specialties.

A final option is to put up and shut up, which women have done for decades. But no more, says the unit director. "You can do something about it. If not for you, for the school and for other women."

Next month: Faculty pay inequities.

JH

THE LAST LAUGH

Keeping 'Em Down on the Farm

A curious but intriguing phenomenon of ***Women in Higher Education*** subscribers is that about 31% pay for the issues themselves, rather than using school funds.

As the former publisher for a firm producing six higher education newsletters, I noticed that this figure is more than triple that of the other, gender-neutral administrative campus publications.

While it's rewarding that readers value ***WIHE*** enough to use personal funds to pay for it, it's also disturbing to find campus women paying for their own personal development, while others don't. Women's development benefits their schools just as much as men's, yet women are more prone to just write their check, rather than request school funds.

In addition, the ***WIHE*** subscription price is lower than those of the other six newsletters on a per-page basis. Although market research shows many subscribers would pay substantially more for it than the current price, we have consciously kept the price low in order to build the network of women readers on campus having access to it.

Here, then, are strategies for reducing readers' personal outlay for this valuable development tool:

- ***Establish its editorial value*** by sharing relevant articles with your supervisors. When renewal time comes along, the skids are already greased.
- ***Use surplus funds*** at the end of a budget year. You can renew your subscription anytime, even before your first renewal notice arrives.
- ***Explain that it brings information*** you'd have to get at more costly conferences or seminars, or through subscriptions to many other journals.
- ***Convince your library or women's center*** to subscribe, as a service to all women on campus.
- ***Share a subscription*** with a colleague or two.

And finally, try the tactic one subscriber used. Her supervisor initially rejected her request for approving the subscription, because he noted the publication was gender-related. Instead of ***Women in Higher Education,*** she resubmitted the request as a subscription to ***WIHE.*** It was approved.

MDW

❄ JOIN THE NETWORK, IMPROVE THE WORLD OF WOMEN

❒ YES, I want a stronger voice on campus. Start my one-year subscription.

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Women's Safety Takes Priority at U of British Columbia

As advisor to the president on Women and Gender issues at the University of British Columbia, Florence Ledwitz-Rigby found personal safety was an important issue to women on campus.

Surveys of faculty members, students and staff revealed "access to University facilities by women was hindered by physical factors, as well as factors such as intimidation and harassment," she found.

"More than 50% of the women students did not use the library after 5 p.m.," she says, "and more than 70% of the women faculty said they would use their offices and labs more on weekends and evenings" if they felt safer there.

They felt threatened by elements in their physical environments, as well as harassment by colleagues and even department chairs, she says.

Starting May 1, a full-time personal security officer who reports to the VP of finance will be responsible for women's safety on campus. The hire is an administrative response to issues Ledwitz-Rigby and other women on campus have raised.

Three Years of Ad Hoc Status

Ledwitz-Rigby organized the President's Advisory Committee on Women's Safety on Campus in 1991, to review programs and gather data on safety issues, and recommend changes to ensure women full access to University facilities.

"Personal safety includes freedom from physical harm as well as hostility, aggression and devaluation by members of the campus community," she notes.

To address their concerns, she assembled a committee with members from parking, security, planning, plant operations, and sexual harassment offices, together with campus users such as faculty, students, women's group leaders, minorities, and persons with disabilities.

Initially, they were going around in circles. Safety providers on campus felt their efforts were not being recognized and appreciated, while campus users felt their concerns were not being taken seriously and administrators didn't care.

Finally the group agreed to start with small, achievable changes and support from campus users. "Since that breakthrough, discussions have resembled spirals rather than circles," she says.

How Safe Is Your Campus?

- Stress gut reactions, by listing five words that describe the place.
- Is there sufficient, reliable lighting?
- Is the signage clear, complete, informative?
- Are the sightlines clear to see the path ahead?
- Check the visual isolation. Are others likely to be around at various times of day and night?
- Check the ear isolation. How far away is the nearest person to hear a call for help?
- How predictable is a woman's route?
- Check possible assault sites, indoors and out.
- What escape routes could an offender use?
- What are nearby land uses?
- How does maintenance rate?
- Do vandalism, graffiti, signs of humanity make the place feel cared for or abandoned?
- Does the overall design make sense?
- What improvements might help?

From the *Women's Campus Safety Audit Guide.*

Toward a Safer Campus

Specific campus improvements include improved training of parking attendants to deal with crime victims, better lighting, providing parking closer to buildings for after-hours users and considering safety features in new building design.

The new safety officer will continue the efforts initiated by the committee, and launch new projects. Among the first duties will be developing a three-hour safety orientation program for the campus community.

Since most solutions require the cooperative efforts of many offices, another big benefit has been the increased communication and cooperation between various offices providing safety services.

"We were an ad hoc, rabble-rousing committee, there to arouse concern but not having the real responsibility for women's safety," Ledwitz-Rigby says.

Yet their calling attention to issues has inspired many of the 30,000 students on campus and the student press, as well as other members of the community, to call for improved safety on campus.

"The administration has appreciated the public relations role that the women's safety committee has

been filling, demonstrating that the University was concerned with the issues. Now they realize that they have to take a more official role in defining and providing for women's safety."

Audit Guide Helps

A valuable resource for the committee is the *Women's Campus Safety Audit Guide*, a free 43-page how-to guide for evaluating the physical environment and organizing successful safety audits on campus. (See sidebar for details.)

Produced by METRAC, the Metropolitan Toronto Action Committee on Public Violence Against Women and Children and the Council of Ontario Universities committee on the status of women, it can help campus people create a safe physical environment for women. The audit has been used across Canada and in England, New Zealand and Australia, and is now being made available in the United States.

Ironically, Ledwitz-Rigby has become a casualty of her own success. Her school has reorganized gender issues into a new unit, and she will move to the University of Wisconsin-Eau Claire as director of affirmative action.

Women's Campus Safety Audit Guide

"The goal of the safety audits is to improve the physical environment in ways that reduce the opportunities for sexual harassment or sexual assaults, and to make the environment more comfortable and accessible to all.

"The safety audit process validates women's experience of the environment by acknowledging that women are the experts of their experience.

"It's still the case that architects, urban planners, and the police are usually men, or are trained to see things from a male perspective. They may not mean to, but they often don't understand what it's like to be a woman, alone, late at night, waiting for a bus, walking to her car in a dark and isolated parking lot, or returning to her residence from the library along an unlit path."

The guide discusses improving the safety of classrooms, locker rooms, library study areas and stacks, walkways and paths, parking lots and bus stops, residences and campus grounds.

METRAC also offers a Women's Campus Safety Resource package, which includes two different women's safety audit guides and a 27-minute video of women who work, study and live on campus discussing their concerns. Administrators, faculty and security personnel examine how and why the issue of safety is important.

The *Women's Campus Safety Audit Guide* is available without charge, while the Women's Campus Safety Resource Package is $156.85 US, both from METRAC, 158 Spadina Road, Toronto, Ontario M5R 2T8 Canada. (416) 392-3135. FAX (416) 392-3136.

ACLU Sues for Test Bias Against Girls

Charging that boys get 61% of National Merit Scholarships because the test that determines who gets them is biased against girls, the American Civil Liberties Union (ACLU) filed a complaint with the Education Department, demanding federal intervention under Title IX.

The ACLU complained on behalf of the National Center for Fair and Open Testing (known as FairTest) in Cambridge MA. At stake is $25 million in scholarships shared by 14,500 finalists.

The test is the PSAT/NMSQT, sponsored by the College Board, and administered by the Educational Testing Service (ETS).

Bob Schaeffer, speaking for FairTest, says the test is flawed because most of those taking it are women, yet most the finalists are men.

"Because the sole qualifier is just one test score, although the pool is stocked with 56% girls, when you fish you get 61% boys, year after year since 1985," he says.

Although girls do better in both high school and college, they get lower scores in this exam because of gender bias, according to FairTest. Boys traditionally do better at multiple-choice exams, while girls excel at open-ended and essay tests.

FairTest wants the test revised, or merit scholars chosen on another basis, which ETS says would be a nightmare. Schaeffer replies: "Since when is efficiency an excuse for injustice?"

Research has repeatedly shown the SAT has a strong gender and ethnic bias, and little or no ability to predict success in higher education. The test was recently revised, but 90% of the questions are the same and result in "only a modest reduction in the gender gap," Schaeffer says.

The Education Department findings are due in August. They can be challenged in court.

WOMEN IN HIGHER EDUCATION

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***Mission:** To enlighten, encourage, empower and enrich women on campus by facilitating the integration of women administrators and faculty, staff and students to win acceptance of women's styles and goals on campus and in society.*

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Fix Gender Pay Gaps—*And* Keep the Peace

Whether seeking to create diversity or to avoid lawsuits, more and more schools are checking their payrolls for gender inequities. A common finding: testing for equity can be tricky, both statistically and politically.

So say institutional researchers Julie K. Snyder, Patricia B. Hyer and Gerald W. McLaughlin, of Virginia Polytechnic Institute, in *Research in Higher Education*, February 1994. Although their report directly addresses faculty pay gaps, many of their ideas also can apply to those of administrators.

First, Choose a Valid Model

The most common method to isolate and quantify gender pay inequity is linear regression analysis, which eliminates the effects of nongender variables like rank and discipline. But if the other variables are themselves subject to gender bias, eliminating their effects may eliminate the pay gap. For example, eliminating the effect of rank on pay reduced the gap from 6% to 1.6% in the University of Wisconsin-Madison's 1992 gender equity study.

While the technical aspects of conducting a defensible salary equity study may be a challenge, remedies, when called for, may test institutional politics in even more painful ways.

Using separate regressions for different frames of reference such as rank and field, and averaging the results to estimate gender-based salary discrepancy, avoids the problems.

Salaries for faculty "paid by a different set of rules," such as in medicine or law, can be analyzed using an appropriate frame of reference rather than being left out of the study or distorting the results.

What is the Basis for Faculty Pay?

Salaries usually reflect a combination of merit, experience and market-related variables, so the model must include these to isolate gender effects. Although some variables are easier to capture than others, Snyder and colleagues caution that omitting variables not available in a payroll data base can seriously distort the results.

Merit is often left out of the model for lack of a direct measure, they say. Pay differences may then be attributed to lesser merit. But when most women earn lower salaries, "it is difficult to explain away the [difference] with merit alone."

To quantify merit, the researchers propose: number of awards, grants or publications; time since highest degree or time in rank as an experience measure; and field or discipline to reflect the marketplace value.

Lack of Significance Doesn't Prove Equity

Results suggesting gender differences are then tested for statistical significance, the likelihood that the differences are more than random variation. But the researchers emphasize that "the *absence* of statistical significance should not be viewed as proof that a problem does *not* exist."

People will be "skeptical of university claims that there is no problem if women's salaries are pervasively lower and administrators fail to act because the differences were not `statistically significant'," they note, suggesting that statistical significance be viewed as only "one measure that might identify a problem."

Plotting individual salaries on a scattergram and aggregate salaries on a bar graph help show the pervasiveness and degree of inequities, especially for those not trained in statistics.

Who Should Get Adjustments?

Infrequent inequities can be addressed through salary analysis and adjustment on a case-by-case basis, while widespread, pervasive patterns of inequality call for a class-based remedy.

To consider merit within a class-based remedy, the dean or chair can be given discretion in applying the remedy, with the provision that the entire amount must be applied. Presumably, high achievers would get large adjustments, and under-achievers receive little. A highly productive woman's salary would not just be brought up to average, but would equal that of a similarly talented man.

How to Calculate Adjustments

The study should yield an average salary difference between men and women in either dollar or percentage terms, with breakdowns to reflect differences specific to individual schools or units.

A class-based adjustment using the constant *dollar* approach gives every woman the same dollar increase, and favors lower-paid faculty; the constant *percent* approach increases each woman's salary by the same percentage, favoring higher-paid faculty.

Ambiguous findings may be resolved by splitting the difference. The UW-Madison's two findings, a salary difference of 1.6% with rank as a variable and 6% without, were averaged for a target class-wide adjustment of 3.8% of salary. Individual adjustments, made on a case-by-case basis, could be above or below the target.

Selling the Results

"While the technical aspects of conducting a defensible salary equity study may be a challenge, remedies, when called for, may test institutional politics in even more painful ways," they caution.

Let stakeholders in the process help decide how to make changes without unduly rocking the institutional culture, they advise, including:

1. ***University-level administrators.*** They hold the purse-strings, and must become committed to remedy salary inequities effectively. After all, they are the ones who will face expensive and disruptive litigation under Title VII or the Equal Pay Act.

2. ***College and department administrators.*** They will have to be involved if merit affects the adjustment size. But because findings of inequity imply they have treated women unfairly in the past, something "many will actively deny," they may also deny the need for

adjustments and be less than enthusiastic about making them.

3. *Faculty leaders.* Informing faculty senate and university committee leaders of the inequities helps build understanding of the problem. They can also help identify variables and measures for the regression model, and procedures to review individual cases.

4. *Representative campus-wide committees.* An already existing budget and planning committee, or an ad hoc task force, should be involved in the salary review process.

5. *Women's advocacy groups.* Identify women leaders and seek their input. Not all women faculty will support equity adjustments; some feel these violate merit principles, while others believe that each woman should make it on her own.

6. *Supportive male faculty.* Those hostile to the process may reject the methodology or argue merit to explain women's lower salaries. Male faculty who support the process can help counter the claims.

Spin Control

No single method of resolution guarantees equity and public approval, say the researchers, noting that "the process is public (particularly at public institutions) and difficult to control."

To prevent self-destruction, develop a process that fits the institutional culture. Although faculty can't vote on equity issues because they're a matter of law, schools with a history of strong faculty participation should build on the process.

Decide whether the study and results should be heralded, to show the school actively promotes equity, or downplayed, to avoid discord and bad press.

Finally, schools lacking a comprehensive educational program on diversity should develop one. Salary equity is only one of many issues signaling fair treatment of women. Statistical studies alone don't change the culture, but are part of the effort.

Avoid Blame, Monitor Continuously

Salary inequities often occur without intentional bias. Lower salaries may result when women are:

- "spousal hires," rather than actively recruited;
- hired as ABDs or instructors and never catch up;
- in female-dominated (and so devalued) fields;
- strongest in undervalued areas, such as service or teaching, rather than research.

Since most inequities arise more from structural and societal discrimination than from individual actions, a one-time study and adjustments will not solve the problem. With a decade of experience in faculty salary equity studies, the University of Maryland-College Park and Old Dominion University (VA) have both found it necessary to repeat their salary review and adjustment process annually to correct persistent inequities.

Snyder and colleagues advise schools to pursue a variety of methods, including checking individual salaries during hiring and promotion, regular statistical review, and opportunities for individuals to request a salary review without prejudice.

JH

Julie K. Snyder, Patricia B. Hyer and Gerald W. McLaughlin presented their work at the 1993 Association for Institutional Research Forum in Chicago.

Just the Numbers, Please

Gaining by Degrees [1]

Percentage of degrees awarded to women in 1991

Associate	58%
Bachelors	53%
Masters	53%
Doctorates	44% (+ 25% 1981-1991)
1st professional	38% (+ 40% 1981-1991)

Improving Their Faculties

Percentage of women faculty in 1991 [1]

Full professors	15%
Associate professors	28%
Assistant professors	40%
Instructors	46%
Overall faculty who are women	40%
Women full-time faculty with tenure	58%
Men full-time faculty with tenure	75%

Average faculty salaries: 1993-1994 [2]

Professors	
Women, public	$54,270
Men, public	$60,760
Women, private, independent	$62,970
Men, private, independent	$72,660
Associate professors	
Women, public	$43,280
Men, public	$46,210
Women, private, independent	$45,850
Men, private, independent	$49,700
Assistant professors	
Women, public	$36,420
Men, public	$39,120
Women, private, independent	$38,200
Men, private, independent	$41,570

Leading By Example

Percent of administrators who are women: 1994 [3]	
Administrators (all levels)	32%
Deans	25%
Chairs	23%
Continuing education coordinators	29%
Institutions with women CEOs (400+) [1]	17%
Increase in women CEOs from 1984 [1]	27%
Percentage of women on governing boards [4]	23%

Miscellaneous

Percentage of schools in compliance with Title IX mandating equity in athletics [5]	5%
Percentage of women faculty reporting sexual harassment at their school [6]	14%
Percentage of men faculty reporting sexual harassment at their school [6]	3%

Sources

[1] American Council on Education
[2] American Association of University Professors
[3] CMG Information Services, Inc.,
[4] Association of Governing Boards
[5] National Women's Law Center
[6] University of Michigan research by Eric Dey et al.

CAREER CONNECTIONS

Reach 9,000 women in higher education here for only $230. Call Chris Carman at (608) 251-3232.

Wright State University

Vice President for Business and Fiscal Affairs

Wright State University is a metropolitan university located in Dayton, Ohio. Established in 1964, Wright State University serves approximately 17,000 culturally diverse students in more than 100 undergraduate and 34 master's degree programs, and programs of study for the M.D., Psy.D., Ed.S., and Ph.D. degrees. In addition to the 557-acre, 32-building main campus, Wright State University includes the Lake Campus, a branch campus providing comprehensive two-year education and community services to western Ohio.

The Vice President for Business and Fiscal Affairs is the chief financial and business officer, reporting directly to the President, and serving as a member of the President's Cabinet. The Vice President is responsible to the President for leadership and management of financial services; materials management; human resources; environmental health and safety; physical plant; and capital projects.

Candidates should possess extensive senior-level experience in a broad variety of management areas, preferably in an institution of higher education. Candidates should have a proven record of success in planning and problem solving, and in managing a highly skilled professional organization with a diverse fiscal structure. The candidate must have the ability to communicate and achieve solid interpersonal working relationships with all university and community constituencies. Additionally, the candidate must have a thorough knowledge of and success in TQM. Candidates should have an understanding of and commitment to the goals and values of the academic community. The candidate is expected to possess an appropriate degree, preferably at the master's level. A combination of education and experience will be considered. Candidates should also have a strong commitment to diversity, equal opportunity, and affirmative action.

Review of applications will begin June 1, 1994. Applications should be submitted to:

Joseph S. Mingo
Director, Government Relations
Administrative Wing/Allyn Hall
Wright State University
Dayton, Ohio 45435

Wright State University
Dayton, Ohio 45435

Wright State University is an equal opportunity, affirmative action employer.

VICE PRESIDENT FOR ADMINISTRATION AND FINANCE KUTZTOWN UNIVERSITY

PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION

The Vice President for Administration and Finance reports directly to the President and assumes ultimate responsibility for all activities within the Division of Administration and Finance. The Vice President has responsibility for the major areas including the Business Office, Personnel Office, Physical Facilities, and Administrative Services. Included within these units are approximately 180 fulltime employees.

Kutztown University enrolls approximately 7,800 students and is located adjacent to a beautiful small community in the rolling hills of southeastern Pennsylvania. The cities of Allentown and Reading are within twenty minutes driving time. Philadelphia, New York, Lancaster, Harrisburg, Scranton, Baltimore, Washington and many other cities, as well as the Poconо Mountains are within easy driving distances.

Qualifications should include:

- A proven record of major fiscal responsibilities.
- A working knowledge of all units in the Division of Administration and Finance.
- Strong oral and written communications skills.
- An administrative style which emphasizes personal involvement with faculty, students, staff and administrators.
- Demonstrated record of excellent management abilities.
- Experience working with collective bargaining units.
- The ability to oversee major construction projects.

In addition, candidates' qualifications will be strengthened by advanced university degrees, and substantial experience in accounting and finance. The position will be filled on approximately December 1, 1994.

Applications must include a letter of intent, resume and names, titles, telephone numbers and addresses of a minimum of five references. A review of credentials will begin on June 24, 1994. Applications and nominations should be addressed to:

Chairperson of the Search Committee for the
Vice President for Administration and Finance
Kutztown University
Kutztown, PA 19530

Kutztown University is an affirmative action / equal opportunity employer.

Dean, College of Liberal Arts
University of New Hampshire

The University of New Hampshire is seeking a Dean of the College of Liberal Arts to assume duties on January 1, 1995.

The Dean of the College of Liberal Arts is responsible for the administration of the college's four divisions—performing and fine arts, education, humanities and social sciences—and the college's interdisciplinary programs and research centers. The Dean reports to the Provost and actively participates in university governance as a member of the Deans' Council. The Dean also is the principal advocate of liberal arts education and the representative of the College in long-term academic planning, budget development and the overall educational policy of the university.

The College of Liberal Arts, with an undergraduate population of over 4,500 students, is the largest and most diverse college in the University. The College Dean oversees 17 academic departments offering 36 degrees including the Departments of the Arts, Communication, Education, French and Italian, Geography, German and Russian, History, Music, Philosophy, Political Science, Psychology, Sociology and Anthropology, Spanish and Classics, Theater and Dance, and the Humanities Program, Women's Studies Program, the Center for the Humanities, and the Institute for Policy and Social Science Research.

The successful candidate for the position of Dean will have a demonstrated commitment to the liberal arts and the principles and mission of a land-grant institution. He or she will have had successful administrative experience in higher education including personnel and program management and evaluation, curriculum and program development, budget development and management, and academic planning. The Dean is expected to have the abilities necessary to: act as an advocate for a liberal arts education; consult with faculty; facilitate undergraduate education, graduate education, outreach and development, and interdisciplinary research; guide and promote faculty development in teaching and scholarship; and advance the College's affirmative action goals. The candidate's qualifications must include a record of accomplishment in scholarship and teaching appropriate to an appointment as a tenured professor in a department within the college.

The University of New Hampshire is located in Durham, near the New Hampshire seacoast. It is a land-grant institution committed to "providing comprehensive high quality undergraduate programs and graduate programs of distinction" and to the promotion of excellence in teaching, scholarship and public service. Within the University System of New Hampshire, the University of New Hampshire is the oldest unit and the only comprehensive research university in the state.

Applications and nominations should be addressed to: Liberal Arts Dean Search Committee, c/o Office of Academic Affairs, Thompson Hall, University of New Hampshire, Durham, NH 03824. The Search Committee will begin reviewing applications May 15, 1994 and the search will remain open until the position is filled.

The University of New Hampshire is an equal opportunity, affirmative action employer. Women and minority candidates are encouraged to apply.

BEST COPY AVAILABLE

ASSISTANT VICE CHANCELLOR
for
MULTICULTURAL and PRECOLLEGE PROGRAMS
University of Wisconsin-Stevens Point

Celebrating its centennial year, the university developed from a normal school and how has about 8,500 students enrolled either in the College of Letters and Sciences, Fine Arts, Professional Studies, or Natural Resources, which is the largest undergraduate program of its kind in the country. Stevens Point is located in the near exact center of the state and has an urban population of 55,000.

This is a fulltime position split evenly between administration and teaching. The one-half time administrative position is the Assistant Vice Chancellor for Multicultural and Precollege Programs. The Assistant Vice Chancellor serves as the multi-cultural and disadvantages student coordinator; administers the campus plan for student diversity; liaison to the System office on multicultural and disadvantaged student affairs. Reports administratively to the Provost and Vice Chancellor for Academic Affairs.

QUALIFICATIONS: Master's degree required, doctorate preferred. Applicants must demonstrate commitment to and understanding of multicultural issues and programming, especially TRIO programs; have administrative experience in a university setting and knowledge of and comfort with shared governance; must possess excellent communication and interpersonal skills.

SALARY: The salary is competitive and commensurate with qualifications.

DEADLINE: Applications must be received by May 20, 1994.

APPOINTMENT DATE: July 1, 1994, or as soon thereafter as possible.

APPLICATION PROCEDURE: Submit letter of application, resume, and names, addresses, and phone numbers of three references to:

Chair, Search and Screen Committee
Assistant Vice Chancellor for Multicultural and Precollege Programs
Academic Affairs - 202 Main Building
University of Wisconsin - Stevens Point
Stevens Point, WI 54481

The University of Wisconsin - Stevens Point is an Equal Opportunity Affirmative Action Employer and encourages applications from women, minorities and individuals with disabilities.

WASHBURN UNIVERSITY
Topeka, Kansas

Director of Learning Enhancement and Academic Support Services

WASHBURN UNIVERSITY seeks applications and nominations for an energetic, innovative, experienced academic leader for the newly created position of DIRECTOR OF LEARNING ENHANCEMENT AND ACADEMIC SUPPORT SERVICES. Washburn University is located on a spacious, attractive campus in the capital city of the state of Kansas. Washburn is a municipally supported, state-assisted university comprised of six major academic units: the College of Arts and Sciences, the School of Law, the School of Business, the School of Nursing, the School of Applied Studies and the Division of Continuing Education. There are nearly 7,000 students enrolled in traditional undergraduate degree programs, two-year associate degree programs and professional graduate programs in Law, Business, Psychology and Education.

QUALIFICATIONS:

Candidates should possess outstanding communications, human relations and leadership skills; a demonstrated commitment to the value of cultural diversity; expertise in student enhancement and enrichment programs; and an earned doctorate. The successful candidate for this position will need to bring new energy, perspective and ideas to our efforts to put the interest of the students first and foremost.

RESPONSIBILITIES:

The Director of Learning Enhancement and Academic Support Services shall be responsible for:

- Developing and coordinating University-wide programs to enhance learning: basic skills development, academic enrichment, honors, tutorial programs, etc.
- Coordinating the University's efforts to improve student success, including implementation of the Noel/Levitz Retention Management System.
- Providing leadership and supervision for areas responsible for orientation, freshman seminar and comprehensive advising programs for the entire campus, including the Academic Advising Center, the Career Planning and Placement Center, and the Testing Center.

Washburn University offers excellent benefits and competitive salary commensurate with experience, a professional environment and pleasant surroundings convenient to several cultural and business arenas. Applications and nominations should be submitted to:

Dr. Wayne M. Sheley, Vice President for Academic Affairs
Washburn University, 1700 College, Topeka, Kansas 66621
(913) 231-1010, Extension 1648

Applicants should submit a letter of interest describing experiences relating to the qualifications, vita and a list of three professional references by June 1, 1994. The selection process will continue until a suitable candidate is identified.

Washburn University is an equal opportunity, affirmative action employer. Applications and nominations from women and minorities are highly encouraged.

PRESIDENT
Malone College

The Board of Trustees and Presidential Search Committee of Malone College invites applications and nominations for the position of President. The President is the chief executive officer of the College and is responsible directly to the Board of Trustees.

Malone College, a Christian College for the Arts, Sciences and Professions, affiliated with the Evangelical Friends Church, formerly Cleveland Bible College founded in 1892 in Cleveland, Ohio, has been located in Canton, Ohio since 1957. Malone College exists to provide students with an educational experience based on Biblical faith, through interaction with the scriptures, arts, sciences and humanities in an urban setting.

We seek a president who is fully committed to the Lordship of Jesus Christ and in full agreement with the mission and purpose of the College—a College in purposeful transition.

Candidates are expected to have distinguished academic backgrounds or equivalent experiences, and be able to provide dynamic, participative and innovative leadership.

Malone College, with a current enrollment of over 1900, offers AA in early childhood, BA in various majors, BS in education, BSN and MA in Christian ministries and education. The College seeks to prepare students for creative and productive careers.

The Search Committee will begin to review credentials in early July. Candidates should submit a letter of application, a current résumé and names and addresses of five references who can provide information regarding the applicant's qualifications.

Please send applications, nominations and inquiries to:

Donald R. Murray, Chair
Presidential Search Committee
Box 9534
Canton, Ohio 44709

Malone College is an Equal Opportunity Employer.

Kutztown University Position
Head Coach of Women's Basketball

Bachelor's degree required, Master's degree preferred in physical education, exercise physiology or some related area. Three years of successful basketball coaching experience is preferred and exceptional recruiting and advanced basketball teaching skills will be essential. Experience with the knowledge of NCAA Rules is required. A demonstrated commitment to the participation of women and minorities in sport is essential. The successful candidate must possess First Aid and CPR certification prior to the employment and pass the NCAA Recruiting Certification test. Starting date is between June 1 and July 1, 1994 depending upon the availability of the candidate. Submit a letter of application, resume and three letters of recommendation relating to your qualifications and experience to Clark Yeager, Director of Athletics, Keystone Hall, Kutztown University, Kutztown PA 19530. The review of applications will begin May 11 and continue until the position has been filled. Kutztown University is one of 14 members of the Pennsylvania State Athletic Conference and Division II. Kutztown University is an Affirmative Action Equal Opportunity Employer and actively solicits applications from qualified minority and women applicants.

Assistant Director of News and Public Affairs
University of Wisconsin-Whitewater

UW-Whitewater has a full-time academic staff appointment for an Assistant Director of News and Public Affairs. This position is primarily responsible for institutional publication production and assists with media relations, university marketing, special events programming and photography assignments.

Qualifications: Preferred candidates will hold a B.A. degree in communication, journalism, English or related field and a minimum of three-five years of professional experience within higher education. M.A. degree desirable.

Strongly motivated person with superior writing, communication and organizational skills who thrives in a creative, fast-paced environment. Macintosh desktop publishing and graphic design skills required with knowledge of Microsoft word and PageMaker. Excellent proofreading ability and general photography experience required.

Salary $24,000-$29,000 plus full state of Wisconsin employee benefits. Position available July 1, 1994.

To apply, please send cover letter and resume by May 20 to Walt Ulbricht, Director of News and Public Affairs, UW-Whitewater, 800 W. Main Street, Whitewater, WI 53190 (414) 472-1190.

UW-Whitewater is a premier regional public university known for high quality career-oriented undergraduate and graduate programs and currently serves 10,500 students.

UW-Whitewater is an AA/EEO Employer. Women, minorities, Vietnam veterans and differently-abled candidates are encouraged to apply.

Increasing The Number of Women Presidents

In greater numbers than ever before, search committees are settling on women to lead their institutions into the next century.

"The old paternalistic model of the college president is dying... Newer models of presidents as facilitators, and institutional decision-making as less hierarchical and more participatory, may encourage search committees to consider women and persons of color," says Sandra Featherman, vice-chancellor of academic administration at the University of Minnesota-Duluth.

After remaining essentially stagnant at about 350 women presidents among the nation's about 2,800 colleges and universities for several years, the number has grown in the past year to more than 400, according to Donna Shavlik, director of the Office of Women in Higher Education at the American Council on Education.

Not only are there more women as presidents, but they are being chosen to lead the more prestigious schools, which may inspire even more top schools to give women a chance.

Judith Rodin will assume the presidency of the University of Pennsylvania on July 1, the first woman president of an Ivy League school. It is no coincidence that she is a Penn alumna.

Women are still tremendously underrepresented.

-Sandra Featherman

Nannerl Keohane became president of Duke University last year, the first woman to lead that school. She noted, "There's a sense of validation of all of us, and also a validation of the University to have been able and willing and enthusiastic about making this rather unconventional choice."

Statistically women are more likely to head two-year and private colleges. Of women presidents, 40% head two-year schools and 53% head privates.

"Women are still tremendously underrepresented," considering that more than half the nation's students are women, Featherman says, but "There's been forward momentum, and we must keep focused on the progress."

Because women presidents are concentrated in baccalaureate and non-research universities, they may be perceived as having a lesser role in shaping the future of higher education.

"A caste system exists in higher education that makes it difficult for faculty and administrators to cross from one type of institution to another," she notes. It's hard to switch from two to four year, baccalaureate or comprehensive to doctoral and nonresearch to research.

But their successes in leading smaller and troubled schools through a more inclusive style and using creative problem-solving may help women leaders overcome the traditional separation between the types of schools.

Why Fewer Women Presidents?

Featherman says a latent bias against women as presidents can be traced to search committees and presidents seeking to hire someone within their own personal "comfort level"– someone like themselves. And with 87% of the presidents being men, it is no wonder that they tend to select another man, perpetuating the imbalance.

Popular explanations for having fewer women as campus leaders include: women are not aggressive enough, are underrepresented in positions at the next lower level and often allow marriage, childbirth and family issues to interfere with their careers.

Research has shown, however, that even unmarried, childless women willing to relocate do not advance as well as similarly credentialed men.

Getting More Women to the Top

Featherman suggests these strategies to increase the number of women presidents, policies that can work to support women at all levels and all schools:

- **Encourage women students** to become active as student leaders, presidents of student bodies and organizations or class officers. The experience will provide valuable educational benefits, contacts and lines on the resume.
- **Work with women graduate students,** to help them understand that they can achieve success, so they can start planning for administrative careers early, as men do. Mentors, role models and visible women in leadership positions provide inspiration.
- **Be sure women are well represented on presidential search committees.** This is an internal battle that must be fought on every campus. Scream when it isn't done. (Also see "Unstack the Deck: Strategies to Overcome Search Committee Bias" in *WIHE* February 1994.)
- **Get women appointed to posts in the pipeline** to the presidency. This enhances the potential presidential pool and provides role models for other staff and faculty.
- **Follow the "lift as you climb" philosophy.** Each woman who rises to a significant leadership position should commit to lifting at least two or three other women to similar positions.
- **Set up and support mentoring programs** on campus, either through the ACE fellows program or by starting your own version on campus.
- **Publicize state and institutional statistics** on leadership patterns, to spotlight those who lag behind in creating opportunities for women.
- **Hold your statewide systems accountable** for the percentage of women and minority CEOs hired.
- **Encourage your school to appoint a woman as interim president.** For those who doubt that a woman can run the institution, this is a low-risk venture. Even if the woman in the acting position is not a candidate for the permanent position, the example of a competent woman leader may help pave the way for other women.
- **Create gender-balanced and diverse governing boards.** For boards at public schools, pressure the appointing authorities to create a balanced board.
- **Provide leadership training for women** who express interest in administration, by internships or part-time or limited term appointments. Campus identification programs and networking efforts can help build women's confidence and self-esteem.

From a presentation by Sandra Featherman at the 7th annual conference on Women in Higher Education, held by the University of Texas-El Paso in January 1994.

NEWSWATCH

Is School Liable for Passing on a Harasser?

A three-month faculty-student relationship that a woman undergraduate student says involved kinky sex, threats of academic retaliation and manipulation has prevented her from graduating from the University of Pennsylvania.

Since the school has delayed investigating the complaint she filed in March 1993, Lisa Topol sued in federal court, naming as defendants English Professor Malcolm Woodfield, the University of Pennsylvania, and Bates College (ME), where he previously taught.

Her suit highlights one way many schools resolve their sexual harassment complaints: allow the harasser to quietly resign, and send only neutral or positive recommendations to other schools seeking references for the person.

Topol claims Bates College had previously investigated charges that Woodfield sexually harassed students and orally reprimanded him, but ended its investigation and sent positive recommendations upon learning that he had been offered a post at Penn.

"We feel that Bates knew, or should have known, that at any school that this man would go to, he would prey upon his students in exactly the same way he did at Bates and that it was entirely foreseeable..." said the student's lawyer, according to *The Chronicle of Higher Education*, April 13, 1994.

LSU Soccer Players Seek Varsity Status

Three members of the Louisiana State University women's soccer club filed a class action suit asking for varsity status, and more equitable treatment for female and male athletes.

LSU had planned to add women's soccer as a varsity sport in 1995, and fastpitch softball in 1996.

"We were surprised at the lawsuit," LSU counsel Mike Pharis said. "Last fall we advertised for a coach, we're in the process of hiring one, and we've been increasing the salaries of coaches and improving facilities. We're not sitting idly by."

1995 is just not soon enough, say the athletes.

"It's a civil rights case," says Keith Nordyke, an attorney for the athletes. "The law has been on the books for 20 years. You don't sit around and wait for auspicious timing. You fix it now."

Nordyke says most if not all the teams LSU has played have gone varsity, including Texas and Auburn, leaving LSU without competition. He said Auburn settled a suit last year by giving the team varsity status in July and fielded a soccer team in September, "and they had a winning season."

Nancy Ryan, also representing the athletes, plans to ask for a preliminary injunction, so that the team can be varsity this fall, saying athletes who will graduate next year would be "irreparably harmed."

She says heel-dragging toward the women soccer players is not an isolated incident at LSU, where the men's teams travel by charter flight and the women go by bus, the school parks cars on the women's soccer field, and major differences exist in scholarships, tutoring and other facilities.

Sexual Bias Brings $900,000... But No Future

After spending seven years and accumulating $1.5 million in legal fees, nuclear medicine Prof. Heidi Weissmann has settled a sex discrimination lawsuit with Yeshiva University for $900,000.

Weissmann charged the school retaliated against her after she sued a colleague for calling her work his own, barring her from her office and eventually firing her.

Unlike most settlements, the agreement does not contain a gag order preventing disclosure of the terms, often sought by plaintiffs to discourage other lawsuits. But neither does it return her job. In fact, it expressly forbids her to seek or accept a job at the school or its 29 medical centers in the New York area.

"Here I am at 43 years old, and I'm not really sure what my future holds," she said in *The Chronicle of Higher Education* March 23, 1993.

Women Stick Together in Politics

Two national events indicate women are beginning to see the value of gender solidarity.

The Supreme Court, with justices Sandra Day O'Connor and Ruth Bader Ginsburg concurring, decided that lawyers cannot exclude jurors on the basis of sex.

Ironically, the case involved a paternity suit, in which the jury was all female.

The other national event was the Senate vote over whether to allow Admiral Frank B. Kelso to retire at four-star status, despite his involvement in the notorious 1991 Tailhook convention, where women were harassed and assaulted.

All seven women Senators voted against Kelso, and got moral support from nine women members of the House, who marched into the Senate chamber as debate began, according to the *Wisconsin State Journal* April 20, 1994. Kelso won despite their efforts.

New Legal Guide to Title IX Available

Since its passage in 1972, interpretations of how to apply Title IX of the Education Amendments that bars sex bias in institutions getting federal aid have changed dramatically.

Each time a case is decided, it provides a precedent for how campus administrators can assure that their programs are in compliance.

Now the National Women's Law Center has published a 64-page comprehensive look at the law, including its history, evolving legal interpretations and a summary of the significant cases in college sports based on Title IX.

Written by senior counsel Ellen J. Vargyas, *Breaking Down Barriers: A Legal Guide to Title IX* offers administrators and athletes a comprehensive guide to the current interpretation of the law.

Order it from the National Women's Law Center, 1616 P Street NW, Washington DC 20036. Cost is $35 for non-profits, $55 for others prepaid. (202) 328-5160.

Hiring 'Em and Hanging 'Em Out to Dry

"Women and minorities are often hired to fail," a man remarked at the American Association of Affirmative Action's conference in April.

Laws, ethics and political correctness may dictate gender equity in hiring and promotion, but the human factor can never be eliminated.

Each time a woman fails, most likely due to factors other than those within her, the failure is seen as damaging to others of her sex, and perhaps her race. Whether an individual or the institution as a whole, her environment fails to embrace the diversity she brings.

"We tried hiring a women, but she just didn't work out," is the usual explanation, given by both those who successfully sabotaged her career, and the innocents who practiced benign neglect. The scenario can deter future hires of people sharing the same sex, race, age, ethnicity or eye color.

How can women administrators and academics avoid getting in a no-win situation, or negotiate to create a supportive situation where none exists?

Individual Strategies

Check the job. Sometimes a no-win situation results from the very nature of the job itself. Ask yourself: Can *anyone* be successful in that job?

"If an institution wants you to fail, probably you're going to fail," predicts Marcia Boyles, president of Educational Consultant Services, which conducts gender equity assessments on campuses.

For example, being the affirmative action officer in a school that has historically allowed racism and sexism, or taking a job with inadequate resources.

Josephine Davis, President of York College in Jamaica, New York, recalls being hired elsewhere as a vice president of academic affairs. "I naively assumed I'd have the resources to do my job. All I had was money for coffee and doughnuts," she said.

Or, the job description may split a position between two or more supervisors who have conflicting goals and demands, or personal antagonism, where the new hire would be a pawn.

Check the supervisor. Try to find out as much as possible about your future supervisor's reputation, clout, time availability and long-term plans. Working with an ineffective or non-supportive or too-busy boss is a recipe for failure.

In conversations and interviews, try to assess hidden agendas and attitudes of potential peers and your supervisor. Beware of gender stereotyped expectations, in which the men are visionary and assertive, while the women are meek and submissive. They'll affect your position at work.

"Being kept out of the information loop is a very common and very powerful way to make you fail," Boyles notes.

Check the organizational climate. "Many women seeking to become administrators are so excited about being given the chance that they don't take the time or make the opportunities to ask questions," Boyles explains.

She suggests talking to powerful women administrators and faculty on campus to get their sense of the climate, and looking at the composition of the governing boards and other groups you would be reporting to, directly or indirectly.

"Keep in mind the issue of critical mass," she says. "If you're the *only* one, ask why? How did it happen? There are places that are virtually impossible for women. You have to be realistic."

Negotiate for Success

If red flags signify a potential problem, head off future conflicts by negotiating with the hiring committee or supervisor. Spell out your specific concerns, and identify resources and strategies to resolve potential future conflicts. Verbal agreements can be tenuous, so get it in writing if possible.

Institutional Strategies

As a campus leader, you can help your school develop strategies to recruit and retain women, to end the revolving door in which a healthy percentage of new female administrative and faculty hires leave after just a few years.

Even among those who explain that they left "because their husbands took another job" or other perfectly valid and blameless reasons, misrepresentation is rampant. They may imply that their own situations had absolutely no effect on their husbands' choosing to accept another job, when in fact, spouses rarely change jobs in a vacuum.

- Top administrators can hold directors, deans and department heads responsible for creating and maintaining a climate of trust and support for women. Ongoing training for new hires should include orientation seminars, a handbook of information that is on-line and regularly updated, and regular meetings.
- Supervisors should communicate clearly and regularly about job expectations, goals and resources available, and provide regular feedback.
- Leaders can prepare a plan, with specific goals and timetables, to hire women in leadership positions on campus.
- Gender equity in salaries can result from all leaders being required to justify or rectify especially low salaries for women, or those that are not commensurate with their achievements, as well as differences in non-salary compensation.
- Support networks of other women in the department or division or mentors on campus can help women dance through the minefields.
- Regular, frequent reports by leaders on the number and percentage of women at all levels in units and departments can reinforce the goals of recruiting and retaining more women.
- Openly stated zero tolerance for sexual harassment through education and sensitization of faculty and staff shows that you mean business.

When a woman fails in a job on campus, it's often a failure of the whole campus climate to adapt to the diverse values, styles, skills and viewpoints that she offers. And a failure to add to the richness of the higher education community experience.

MDW

"No Kids Before Tenure," Women Professors Advised

Do differences between female and male faculty reflect real gender differences, or just the clustering of women in lower ranks and lower tier schools?

To untangle the effects, Deborah Olsen and Sue A. Maple questioned a matched sample of 99 tenure-track faculty at a public research university. They found:

Women got interested in their field as early as men, but most didn't consider an academic career until much later, and were more likely to have indirect career paths.

Women reported more satisfaction from their job, opportunities to use skills and abilities, and opportunities to continue learning and have an impact on others. More men were reluctant to recommend their post to a student or colleague, although more women said they were likely to seek a new position soon.

More women reported work-family conflicts, though only half of them were married and 42% had children, compared with 81% of male faculty married and 69% with children. "Kids cost me a couple of articles a year. I don't spend a lot of time with doctoral students now," said one woman.

Another admits, "Women are frequently and openly counseled not to have children before tenure."

Yet 37% of women but only 24% of men felt their work has a positive effect on their life, and more than twice as many men reported a negative effect. Men were less satisfied with the balance between their personal and professional life and found balancing the two more stressful.

Both groups cited high stress from combining research, teaching and service. Women showed more interest in and commitment to their teaching, despite the lack of career rewards, while more men thought their course load was too heavy.

Women's interest, time spent and satisfaction with research was similar to men's, and more women than men cited research as the most successful aspect of their career.

"Women's more differentiated perspective may be difficult for male faculty to understand and lead to the misperception that women's interest in students and teaching preempts commitment to research," say Olsen and Maple.

They note that "inaccurate assumptions about women in higher education may be as damaging to them as discrimination and insensitivity."

–*Initiatives*, Fall 1993.

Many Routes Lead to the Top At Private Schools

Not one but two career ladders lead to the presidency at private four-year colleges and universities, say researchers Roger Wessel of Ball State University and Marybelle Keim of Southern Illinois University-Carbondale.

Their career analysis of 270 presidents of private doctoral, comprehensive and liberal arts schools showed that 69.3% had the traditional Academic Career Pattern identified by previous researchers, starting as faculty and proceeding though chair or dean, academic VP and finally president.

But nearly a third of the presidents had an Administrative Career Pattern, beginning as an entry- or mid-level administrator, climbing to a senior staff position and then the presidency.

They had either no faculty experience or received faculty appointments only after previous administrative work in academe. More than 40% of them started as nonacademic administrators.

Each pattern had many variations, including 10% of the presidents having had no previous experience in higher education, most of whom led schools with religious affiliations.

The presidents, a random sample from one-third of all private four-year schools, were 19% women. Doctoral schools had only 4% women presidents, while liberal arts schools had 23%.

–*Journal of Higher Education*, March/April 1994.

Relaxation Helps Students Conquor Math Anxiety

Systematic desensitization, a technique for treating phobias, helps students with math anxiety, Southeastern Louisiana University researchers found.

They divided 96 students (42 women) taking a developmental math course into traditional and nontraditional groups.

The students thought of a safe place or calm situation as they practiced deep muscle relaxation, then imagined themselves in a anxiety-laden situation such as a math test.

If they became tense, they returned to their safe thought and started over with a less worrisome math situation, until they moved through a hierarchy of anxiety-provoking situations while relaxed.

Post-tests showed significant reduction in math anxiety, especially for the traditional students, who also showed an improved math self-concept.

Math anxiety may be more "deeply rooted" in nontraditional (older) students and less responsive to a brief course of treatment, researchers speculate.

–*Research and Teaching in Developmental Education*, Spring 1994.

Sexual Politics on Campus: No End in Sight?

Seeking an integrated theory of gender stratification, sociologists analyzed three "causal blocks": production, reproduction and sexual politics in past and present-day societies.

While the first two blocks heavily influenced agrarian societies, sexual politics plays a bigger role in more elite societies, and the modern institutional workplace, they said.

Because "career favors become a bargaining chip for sexual favors," the researchers predict that "sexual harassment issues are likely to become increasingly prominent with the continued integration of women into higher occupations."

Noting that such "erotic status politics" occur beneath the level of formal institutional structures, in informal structures, they say legal regulation won't eliminate the

conflicts because it operates at the level of formal organizational structure: "Informal networks in organizations arise precisely to circumvent the clumsiness of bureaucratic rules."

They predict that, even if women achieve equality as managers, erotic politics will continue with the major players becoming more distributed between both genders.

The sociologists also note that while modern society exhibits less extreme male sexual coercion than communities dominated by military aristocracies, relics of "sexually aggressive culture" exist.

They cite as examples all-male groups including fraternities, the military and competitive athletes.

The theory suggests that integrating sports teams and fraternities would lessen "the structural base of the culture of sexual aggression."
–*Sociological Perspectives*, Spring 1993.

Athletics Raises Confidence, But Not Consciousness

By promoting bonding and teamwork, women's sports provides "experiences in collaborating with women that may be useful in their interactions in nonsport contexts," say Elaine M. Blinde, Diane E. Taube and Lingling Han, Southern Illinois University-Carbondale.

Hypothesizing that women's second class status in sports offerings, budgets, scholarships, recruitment and publicity would sensitize female athletes to sex bias, they interviewed 24 athletes from a variety of sports at three Division I universities, focusing on gender issues.

While the women athletes believed their image as strong, assertive, and confident people challenged traditional notions and improved society's view of women, most lacked a feminist consciousness, researchers found.

Most of the women athletes did not extend their awareness of gender inequity beyond sports, and many disavowed feminism and activism.

As possible reasons, the researchers cite the heavy presence of male head coaches and sports administrators, the fear of being labeled lesbians, and "the overall conservative value climate" of sports, which "encourages athletes to seek individual rather than structural solutions to problems."
–*Sociology of Sport Journal*, March 1994.

IN HER OWN WORDS

Lateral Move Can Recharge Batteries

By Rose Austin, Dean,
Educational Resources Development
Kingwood College, Kingwood TX

Have you outgrown your present position but cannot afford to leave it? Advanced as far as possible at your institution? Are you simply in a rut?

Women in higher education are answering these questions more often with a resounding YES, especially when they hold administrative or line positions.

But don't despair if you're willing to consider a lateral move or staff position.

As internal promotions decline, lateral moves and staff positions are no longer regarded as taboo. Both Fortune 500 companies and higher education institutions are using them to keep valued employees challenged and motivated during these times of budget cuts and downsizing.

They can provide a rewarding chance to gain new training, experience and exposure as an asset in future job searches, or hands-on administration to position yourself for growth and advancement in your own school.

Two Who Have Done It

Maude Guilford, a reading instructor at Texas Southern University in Houston, saw no upward opportunity there, so she moved into academic advising.

She began as an academic advisor, and three years later became Director of the Texas Academic Skills Program at Texas Southern University.

"I was looking for academic experience but wanted to keep one foot in teaching. My current position gives me vast administrative experience, and I teach one or two courses each semester," she says.

Angie Runnels, now vice-president of instruction at North Lake College in Dallas, moved from division director at a single college to division chair in a multi-college district.

"Even though my initial position in the multi-college district was more restricted, I saw more opportunity to advance in such a district," she says.

She was division chair for three years, then became an acting vice-president. Within a year, she was promoted to full vice president at another college in the district.

Before You Move...

In anticipation of a lateral or staff position, ask yourself:

- Does a promotion seem unlikely due to the relatively young age of senior management, or your school's trend to hire from outside?
- Has your thorough job search turned up no attractive offers?
- Does your personal situation tie you to the geographical area?
- Do you have the energy and interest to learn a whole new field?

Benefits of Lateral Moves

Consider these advantages:

- Develop valuable skills to make you more marketable next time.
- Allow you to report to or work with someone you trust and respect, a potential ally or mentor.
- Experience a position that affects the institution's bottom line.
- Showcase your diverse talents.
- Rekindle your enthusiasm in a new arena.
- Allow others to see you in a new light, well-rounded and versatile.

What Kinds of Posts?

Consider ease of transition and your contacts when evaluating new positions. Some typical assignments likely to turn up are executive assistant to the president or chancellor, staff or project dean, director of off-campus projects, or intern in a special area of interest.

In the past, women in particular have been told that a move to a staff position is an indication that they are being bumped aside. That is no longer the case today, as few will dispute the value of gaining a new perspective and new skills.

But to make the move, you first need to see it as a new opportunity rather than a bailout.

Although a lateral move or staff position is no panacea for the promotion blues, changing course now can mean an eventual change in your career direction: UP!

Top Ten Ways Higher Education Differs from Business

Subscribers report that their careers often take winding paths, instead of the straight career ladder described as the traditional (male) ideal.

Having successfully worked in business, women who join the academy as either staff or faculty assume the rules are the same. Many are rudely surprised to discover that not only are the rules different, but also the players, the playing field and the scoring.

Without implying value judgments, here's how readers report that higher education is different.

10 ***Lines of reporting are not necessarily lines of authority.*** Deans have much responsibility but little power, while faculty members banded together have much power but little responsibility for outcomes. Presidents have power, while staff has responsibilities. Sound confusing? It is. In business, informal power can affect authority, but the boxes and lines are much clearer.

9 ***Customer orientation varies.*** In business, the customer is always right. On campus, the "customers" do not necessarily come first. Although this may be more or less true depending on the size, funding, orientation, arrogance and endowment of a school, students are sometimes considered temporary nuisances who will be gone in a relatively few years, while faculty and administrators may be there for life.

8 ***Decision-making is diffuse.*** On campus, the process may be more important than the outcome. Especially in decision-making, various groups such as the staff members who implement decisions, and groups of faculty objectors, can thwart the effects of administrative decisions, often with little or no fear of retribution. In business, authority is more likely to follow strict hierarchical lines, and decisions are less likely to be openly challenged or subverted.

7 ***Universal input is required before taking action.*** Not only is it crucial to consider all tangential effects of any action on campus, but one must consider the input of every stakeholder in any contemplated change or reinforcement of the status quo. While business tries to consider its publics, there is a consistent bottom line. (See corollary, #6 below.)

6 ***There are two speeds in higher education: slow and stop.*** Expediency often is a consideration with little merit, or may be a negative factor. "Too easy, too simplistic" can torpedo an idea. Not so in business, where "time is money."

5 ***Academe is more willing to tolerate human idiosyncrasies,*** foibles and personal prejudices than business, based on previous stellar performance. Observers are told, "Oh, that's just the way he is. He doesn't really mean it." In "lean and mean" business, the ax can be swift and sure; an armed guard stands by while you empty out your desk.

4 ***Saving face is crucial.*** Wise leaders always provide an "out" for those with oversized egos, attempting to set up win-win situations whenever possible. Enlightened management in business is turning to this technique, but only slowly.

3 ***Razor wit and scintillating repartee are highly valued.*** Even better is the cruel use of intelligence, often in the guise of humor, to "one-up" a junior colleague or staff support member. In business, results count much more than mere verbal parries.

2 ***Politics is an art form.*** "Educational politics makes corporate politics look like a sandbox," says Mary Fox, who worked in the corporate world for 16 years before becoming Dean of the School of Business at St. Mary's College MN. "In business, after a while someone will take you aside and tell you what's going on... In higher education, they seem to enjoy watching the pig turn on the spit."

1 ***The bottom line changes.*** In business, the bottom line is financial. In academe, it changes by the minute between collegiality and service to society and the search for greater truths, to inspiring students and making the world a better place. In personal terms, the goal may be getting a better parking place and more office space.

MDW

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Office of Civil Rights Puts the Bite on Sex Bias in Athletics

When Norma Cantu became director of the U.S. Education Department's Office of Civil Rights (OCR) last fall, she promised a tough stance on gender bias in campus athletics.

She pledged a revision of the 100-page manual (plus 50 pages of models) investigators use to assess compliance with federal laws against sex bias, more help to schools to assess their own compliance and better follow-up on schools found out of compliance.

At the March convention of the American Association of Higher Education, she reaffirmed her goals, saying "I'm a professional optimist. I believe in a future where we will have fairness and justice and equity. I believe my job is to be a catalyst... to make the inevitable happen faster."

Her Bark is Strong as Her Bite

True to her word, Cantu is systematically turning the OCR from a lapdog to a watchdog.

Last month Jeannette J. Lim, the agency's director of policy, enforcement and public service, convened a focus group in Washington to brainstorm on how to revise the compliance manual.

She invited "a core of people who had written to us about their concerns... the usual stakeholders" to the session. "We wanted to give them the opportunity to tell us what's working, what's not working, what's murky, what needs clarification in their opinion," she said.

Among those attending were about 20 athletic directors, lawyers for athletes who had sued their schools and representatives of various women's groups. The number invited was limited by the size of the room, she said. "We don't have a very big conference room." A June 15 meeting will accommodate those not attending the first session, including a respresentative from the NCAA.

The aim is to strengthen OCR's enforcement of gender equity on campus. "We are trying to have stronger remedies, and that's certainly one of the missions of Norma Cantu," Lim said. "The courts have been very active; we want to reflect that."

Feedback Feels Good

Christine Grant, director of women's athletics at the University of Iowa who attended the meeting, said she feels better about the OCR now than ever. "I thought they handled things very well, listening but never committing themselves to anything. Right now, I've got faith," she said.

Grant believes the office is more committed to compliance than before, a tribute to Norma Cantu, whom she described as sincerely "dedicated to doing what's right."

Grant said the focus group discussed issues such as how to count participants in athletics: At the beginning of the year, when many players are trying out for the team, or after the cuts, when it's only

The Courts or the Feds?

Women athletes sensing gender bias on campus now have two remedies: Complain to the Office of Civil Rights (OCR) of the U.S. Education Department, under Title IX of the Education Amendments of 1972, which ban sex discrimination by institutions that get federal funds, or go to court.

Lawsuits recently have been the weapon of choice, as dozens of women's teams across the country have sued to raise their team from club to varsity level, gain treatment comparable to men's teams or fight plans to cut their sport.

Although the athletes have won virtually every case, including two strongly worded circuit court opinions, lawsuits involve much time, money and energy.

"Athletes feel that filing an OCR complaint has been a sheer waste of time," says Christine Grant, director of women's athletics at the University of Iowa. Grant and assistant Mary Curtis continually update a now 35-page chart of court and OCR actions by women athletes and coaches on gender equity.

OCR's strengthened enforcement of compliance with Title IX could reduce the time and money needed to help women athletes achieve gender equity on campus.

those who compete? "Some deliberately manipulate the numbers," she noted.

The group's prevailing feeling was that women athletes had been discriminated against, an opinion shared by Ellen J. Vargyas, senior counsel at the National Women's Law Center.

Vargyas believes just 5% of the nation's colleges and universities are now in compliance with Title IX on women's athletics. That means the remaining 95% are fair game for the OCR's stepped-up stance on compliance.

A revised investigator's manual is due out in the fall, according to Lim.

(For news on how the OCR now is considering not just specific incidents of sexual harassment on campus, but the entire campus environment for women, see NEWSWATCH, page 8.)

Florida Invests in Women as Leaders

Budgeting $100,000 for 1994 and double that amount for 1995, the Florida Legislature is demonstrating a serious intent to attract more women and minorities into the upper echelons of higher education administration.

Under its Educational Leadership Enhancement Grant Program, the Florida Department of Education funded six leadership projects in nine schools in 1994, reaching more than 60 women and minorities in Florida's public community colleges and universities.

Marie McDemmond, VP for finance and chief operating officer at Florida Atlantic University, chaired the advisory committee that selected the projects funded.

"We gave priority to consortiums, to make the money go further, and we wanted to encourage cooperation between community colleges and state universities," she explained.

A side benefit is that the project promotes sharing of ideas by leaders of different campuses.

"We tend to be a little isolated, particularly women and minorities in middle-management, so it's unbelieveably exciting to get to meet others, and interact and learn from each other," she said.

Projects came from a consortium of Florida International University and Miami-Dade Community College, a consortium of Broward Community College, Florida Atlantic University and Palm Beach Community College, and four individual schools: The University of Central Florida, Florida Community College at Jacksonville, the University of North Florida and the University of Florida. Two other proposals were not funded.

Most of the $15,000 projects involve internships, mentoring and career counseling, and a series of seminars to build leadership and networking skills.

Conceived by a Woman

The leadership development program was conceived at the state level by former Florida Commissioner of Education Betty Castor, now president of the University of South Florida, and continued by her successor, Douglas Jamerson.

To kick off the program in March, about 100 presidents, provosts and other top Florida academic leaders participated in a Commissioner's Roundtable held in Tallahassee, meeting with key state legislators and discussing issues and conflicts facing women in campus administration. Most of the participants were women academic leaders.

During a half-day workshop, they discussed 32 questions involving obstacles to career growth, conflicting demands of family and career, leadership styles, confidentiality, cultural diversity, how to combine teaching and administration, and the hottest careers on campus for the 1990s.

"An Innovative, Dynamic Concept"

Rated the best among proposals, the Florida International University-Miami Dade Community College project involves mentoring and internships, plus a series of one-day seminars to help build leadership skills: fiscal management, legal issues, strategic planning, conflict resolution, professional networking, public speaking, and building a collegial culture.

Participants in the programs work with an administrator to form a career plan that includes aspirations and goals, matching educational preparations, and strategies to get there.

Barbara Bader, director of academic programs at Florida International University and co-writer of the consortium's proposal, said one benefit of the project will be encouraging the movement of women between two-year and four-year schools.

Schools already participating are expected to get preference for 1995, although many other schools have inquired about joining it next year.

For more information on the program, contact Bertha Easton, policy analyst in the Florida Education Department's office of post-secondary education at (904) 922-0344, or Barbara Bader at Florida International University, (305) 355-5283.

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A Woman's Guide to Resolving Problems

You're the unit director, and your budget for a new program on campus has been cut by the powers that be, yet the success or failure of the program will reflect directly on you. Complicating matters, you're the first woman to start a program, so you feel added pressure. What are your options?

Research into problem-solving and decision-making shows common patterns and principles that govern the processes. Knowing them can help you make informed decisions on how to proceed.

• ***Make your desires, priorities and expectations clear to your staff.*** If people aren't sure what's wanted, they'll do nothing to avoid doing the wrong thing, suggests a study by Morris Zelditch Jr. and Joan Butler Ford.

Accusations of unclear expectations and mixed messages are leveled more at women than men, because women bosses feel more pressure than men to project a pleasant persona at all times. Be wary of conveying bad news in a cheerful, upbeat tone. It confuses your staff. Instead, be direct and to the point, telling them clearly what they need to know.

For example, clearly state your top priority and enlist their help by giving guidelines to act on, such as: scale back or jettison a less important project to conserve resources; or, accelerate the schedule on the new program to accomplish as much as possible while the money is available.

• ***Confronting a problem head-on may cause the stress level to rise temporarily.*** Eliminating it "entails a greater risk of failure" than learning to live with it, say Washington State University and University of Minnesota problem-solving theorists.

Because you made the decision and stand to benefit most from the outcome, the onus is on you to support your staff during the problem-solving process, if you want to maintain their support and good will, which you'll need.

Remember, their jobs may not be much affected under either outcome; they may appreciate your goal in theory, but not if it means excessive strain on them. To keep morale high and avoid defections, encourage staff to be honest and open in their communication, and be sensitive to their concerns, not focused only on your own.

• ***Coping may be a more appropriate response.*** "Problem-solving is oriented toward changing or eliminating a problematic state of affairs," while coping involves finding a way to live with the problem without solving it, say the theorists. Coping can include adjusting, denying, justifying, minimizing, or learning to accept the situation.

If you decide you can't (or it's not worth trying to) change the problem, you'll have to cope with it by changing other aspects of the situation. It may be simply understanding and accepting that those in power don't share your priorities.

Extreme options are a new job or employer.

If You Have a Lemon . . .

The setback could be turned into a chance to make a request you've been delaying: a better printer, an updated letterhead, more work-study help, a professional development conference. Since you were so gracious about cutbacks in your plum program, your boss may be happy to make a few concessions to reward your cooperation.

Resolving a problem doesn't necessarily mean *solving* it, changing the situation to get exactly what you want. Coping can provide a positive resolution: sifting through your priorities, understanding the motivations of others involved, adjusting your expectations and weighing the risks and rewards of different courses of action.

JH

This article drew in part on work by Tallman, Leik, Gray & Stafford, "A Theory of Problem-Solving Behavior," *Social Psychology Quarterly*, September 1993 and Zelditch & Ford, "Uncertainty, Potential Power, and Nondecisions," *Social Psychology Quarterly*, March 1994.

A Case Study in Coping

An affirmative action director saw funding for all her favorite programs cut off, one by one, by the new president. At first she was furious, took it personally and considered leaving. But since she was near retirement and liked her job, she decided to figure out a way to live with it.

Recognizing that the president himself was under severe belt-tightening pressure helped her to stop taking the cuts personally. She realized she'd assumed the new president's priorities to be the same as the old one's. She needed to find out what the new president wanted from her, and adjust her activities to it.

A tense but frank discussion made it clear that the president wanted the office to focus on tracking statistics on hiring, retention and promotion, rather than on developing initiatives in mentoring, child care and women and minority science programs. Though the director leaned toward creative thinking and initiatives, she realized that keeping her job meant acting as a compliance technician, nothing more or less. So she tried it.

Since she was giving up her pet programs, she made a few demands along the way, but presented them as part of the effort to achieve the president's goals, not as concessionary perks. To monitor the situation as the president wanted, she'd need a full-time affirmative action analyst, a better computer, new software and training to use it. The president agreed.

Though the director approached her decision with resignation, doing what she must to keep her job, she got an unexpected bonus. She found she liked working with numbers and new software. "And I'm damn good at it, too!" she exclaims. And her new analyst was a boon to her office. "I didn't realize how badly I needed someone in that position," she says.

While she misses the outreach and the creativity of her old programs, she finds the new work more stimulating than she expected, and she has no regrets about her decision to go with the flow instead of fighting the changes.

IN HER OWN WORDS

Establishing Your Professional Support Network

by Cheryl F. Wilson
Program Coordinator, Princeton University Women's Center
Vice-Chair, Princeton University Women's Organization

Women administrators rarely succeed without the support of others, often women in similar situations on campus. Traditionally, women friends, relatives and confidants have helped with key decisions and events in our personal lives.

Now we've discovered the value of the same support in our professional lives as well, an idea directly contradicting the stoic, self-made, loner image that characterizes our male counterparts.

These sister systems can be an asset to share thoughts, ideas, frustrations and advice. In fact, every working woman should create a network of individuals to help her outline and achieve her professional goals.

They are your professional board of directors, consisting of people who have, over time, gained your trust and whose values and opinions you respect. It can have as many as a dozen or more, or as few as a couple of close friends.

Who sits on the board? At least one person fills each of the following job descriptions:

Mentors. Trusted counselors, advisors and teachers, mentors provide invaluable assistance in your career direction and decisions.

You can benefit from their wisdom and years of experience, and learn the ins and outs of campus life for an administrator: opportunities to advance, political climate, who's most likely to help or hinder you, as well as the best way to conduct yourself about campus. They act as your troubleshooters, problem-solvers and sounding board.

Mentoring is serious business, so be observant and selective in choosing a mentor. A true mentor prepares her protege to be greater than she is, which makes finding a mentor an arduous process. Mentors are priceless, especially in higher education and other fields where there are few women in prominent positions. If you can't find a mentor on your campus, network with women and men on other campuses through conferences and organizations.

Role Models. Although they may not be part of your direct support system, role models are important to your professional growth. They are your professional goals personified: Women you admire, who are what and where you want to be. They possess the characteristics, achievements or respect you want someday to obtain.

Role models are women with whom you may or may not have contact. Mentors and role models are not interchangeable. A mentor is almost always a role model, but a role model is not necessarily a mentor. In fact, she may not even know you.

If there is a woman who, unbeknownst to her, serves as your role model, take time to send her a note and let her know. Tell her you've been observing her, respect her, and would love to chat with her one day about how she got where she is. When done sincerely, this is a good way to turn a role model into a trusted friend and mentor.

Allies. An ally is someone with whom you have a close relationship and share an opinion. These women are usually your peers and colleagues who, like you, want to excel in higher education. In her book ***The Woman's Selling Game,*** Carole Hyatt calls this relationship "planned sisterhood," or a buddy system where you "exchange information, add to your own experiences and get feedback, support, analysis, critiques and advice."

Although you and your ally may be in the same boat, what makes the relationship work is that it is based on trust and not treachery, on camaraderie and not competition.

Advocates. This group of people is your personal PR department, those who have confidence in you and your work, and say good things on your behalf. As in the corporate world, success in higher education administration requires that your achievements are known around campus. The Bible says in Proverbs 27, verse 2: "Let another man praise thee, and not thine own mouth."

A shared responsibility of women leaders on campus is to make their system more receptive to the presence and progress of women as a group.
– Cheryl F. Wilson

Accolades sound more credible coming from someone else, especially an influential and respected administrator on campus. Women tend to be reticent to blow their own horns, so it helps to have a personal choir to sing your praises.

Advocates can serve as job references, but it's also helpful to have one who can nominate you to a committee, recommend you as a speaker or put you in a position to gain visibility or a promotion.

Supporters. Everyone needs supporters, those who have proven to be in your corner, even when the chips are down. You can count on them for unconditional love and encouragement through thick and thin: a bad executive decision, a poorly attended program or an embarrassing situation.

Supporters can be your relatives, friends, allies, mentors, role models and others. They congratulate you when you're promoted, console you when you're depressed, comfort you when you're worried, compliment you when you've succeeded.

All women benefit from having such a network.

A shared responsibility of women leaders on campus is to make their system more receptive to the presence and progress of women as a group. Not only should you establish your own support system, but actively seek to be part of someone else's.

Look for "rising stars" around you who could benefit from your expertise and experience. Extend yourself to her with a smile, a kind word, an article she might enjoy, being creative, courteous and sincere. Above all, be patient and persistent; cultivating lasting and meaningful relationships takes time.

Remember, networking is reciprocal and cyclical. We get the best when we give the best.

CAREER CONNECTIONS

Donna Shavlik, head of Office for Women in Higher Education of the American Council on Education, says women need to emphasize changing the system, not becoming part of the patriarchy of higher education. To accomplish that goal, more women need to hold leadership positions on campus.

To assure that the pool of candidates for positions on your campus includes qualified women, alert your school's human resources department and the chairs of search committees to this new resource to reach women.

For additional information on how to reach 9,500 women administrators and faculty each month for just $230, call Chris Carman at (608) 251-3232. Deadline is the 20th of the month.

WRIGHT STATE UNIVERSITY
LAKE CAMPUS

Wright State University announces the following faculty positions at its Lake Campus. The Lake Campus is a two-year branch of Wright State University and is located on the shores of Grand Lake St. Marys in west central Ohio. The campus, with an enrollment of 800, offers prebaccalaureate and two-year technical associate degrees in a variety of disciplines. The area served offers a unique balance between agriculture, commerce, and industry.

Business/Economics: Instructor or Assistant Professor in business/economics, academic year, tenure track position. Primary responsibility is to teach basic economics, business statistics, and related business courses. Candidate must have a strong interest in teaching undergraduate students. M.A. or M.B.A. required, Ph.D. preferred. Salary competitive, excellent benefits.

Chemistry: Instructor or Assistant Professor in chemistry, academic year, tenure track position. Primary responsibility is to teach introductory chemistry and organic chemistry. Additional teaching in related areas such as materials science, physical science, and physics may be assigned as needed. M.S. required, Ph.D. preferred. Salary competitive, excellent benefits.

Education: Assistant Professor in teacher education, academic year, possible tenure track position. Primary responsibilities include teaching undergraduate courses in education and providing leadership in the teacher education programs. Other responsibilities include serving as faculty mentor in the teacher education program; supervising students in field placements and in student teaching; advising undergraduate students; and liaison with the main campus College of Education and Human Services. Ed.D./Ph.D. required. Salary determined by qualifications of candidate at the time of appointment.

For full consideration, applications should be received by May 31, 1994. Review of credentials will begin immediately and continue until candidates are selected. Starting date of positions—September 1, 1994. Applicants should forward a letter of interest, a current resume, and the names, addresses, and telephone numbers of four references to Ronda Krogman, Dean's Secretary, Wright State University Lake Campus, 7600 St. Rt. 703, Celina, Ohio 45822.

Wright State University is an affirmative action/equal opportunity institution.

Wright State University
Dayton, Ohio 45435

Central
COLLEGE
Pella, Iowa

Central College is a private liberal arts college, affiliated with the Reformed Church in America, with study abroad programs in eight locations and 1,400 residential students in Pella, Iowa. Central College is an inclusive community welcoming students, faculty and staff from many cultural, ethnic and religious traditions. The college is seeking individuals for the following positions:

Registrar: Responsible for student registration, course scheduling, classroom use, recording of grades, maintenance of student records, and supplying statistical information and reports to state and federal agencies. Reports to the Dean of the College. Support for the mission of the college is expected. The successful candidate will effectively support the faculty policies and curriculum in the transition from a trimester quarter calendar to a semester calendar and provide service-oriented leadership.

Qualifications include a master's degree and significant experience in higher education administration, knowledge and skills to successfully administer the Registrar's Office, excellent interpersonal skills, oral and written communication skills, and the ability to interact effectively with diverse constituencies, as well as extensive experience with on-line computerized student record systems.

Position available August 1, 1994 and application materials must be postmarked by June 15, 1994.

Admission Officer: The successful candidate will have a bachelor's degree and at least two years of related experience, extraordinary communication and human relation skills, and the ability to contribute to a dynamic and supportive enrollment team. Extensive travel and evening work are expected as well as support for the mission of the college.

Position available August 1994 and application materials must be postmarked by July 1, 1994.

Candidates should send a letter of application, résumé, and names/telephone numbers of three references to: Connie Banstra, Personnel Director, Central College, 812 University, Pella, IA 50219. Central College is an Affirmative Action and Equal Opportunity Employer.

Skagit Valley College
Washington

Faculty Positions

Skagit Valley College, a comprehensive public community college serving Skagit, Island and San Juan counties in northwest Washington, invites applications for the following full-time positions on both the Mt. Vernon and Whidbey campuses. Positions will begin in September, 1994.

- S. Whidbey Center Coordinator
- Math Instructors
- Speech Instructors
- Early Childhood Education Instructor
- Automotive Instructor
- Office Technology Instructor
- Counselors

Master's degree in discipline or related field is required for academic areas, appropriate certificates/work experience required for vocational areas. Screening will begin mid-June. Information and applications are available from:

Skagit Valley College Personnel Office
2405 College Way,
Mt. Vernon WA 98273-5899

phone (206) 428-1396.

Skagit Valley College
is an equal opportunity employer.

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VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

LEHIGH UNIVERSITY

Lehigh University invites applications and nominations for the position of Vice President for Finance and Administration, the chief business officer of the university. The Vice President reports directly to the president and interacts directly with the board of Trustees and its finance and audit committees.

The responsibilities of the Vice President include financial planning and management; treasure, budgeting, and financial services; internal auditing; human resources, facilities management and planning; risk and safety management; and auxiliary business services.

Lehigh University is a private research university with 4,300 undergraduates, 2,000 graduate students, 400 faculty and a total of 1,430 employees. There are four colleges: Arts and Science, Engineering and Applied Science, Business and Economics and Education. The 1994-1995 operating budget will be $200 million; the endowment is $350 million.

Candidates should ideally have considerable experience in management within higher education, with a strong financial background and a demonstrated ability to work effectively in a team management structure.

The position will be available January 3, 1995. Applications received before June 15, 1994 will be given full consideration. Please submit nominations or resumes in confidence to:

Dr. Roger Simon, Co-Chair
Search Committee for Vice President
c/o President's Office
Lehigh University
27 Memorial Drive West
Bethlehem, PA 18015

Lehigh University is an affirmative action / equal opportunity employer; minorities and women are encouraged to apply.

PENNSTATE

DIRECTOR, SOUTHEAST EXTENSION REGION COLLEGE OF AGRICULTURAL SCIENCES COOPERATIVE EXTENSION

Penn State University is seeking candidates for Director, Southeast Extension Region, to serve as administrative officer and program leader for a nine-county area in southeast Pennsylvania. The College will recommend an academic appointment in the successful candidate's academic discipline. Qualifications include an earned doctorate plus the following attributes: (1) an understanding of the land-grant university philosophy and system; (2) professional and/or administrative experience with a strong record of program leadership; (3) experience in or knowledge of university research, extension and resident education functions; and (4) ability to work effectively with agricultural producers and industries, government and other public and private organizations in both rural and urban settings. The director's office is located at the University Park Campus with an office in the region at the Penn State Berks Campus. Salary will be commensurate with qualifications and experience. The position is available July 1, 1994. Applications will be accepted until the position is filled; however, initial review will begin on June 20. Additional information is available from Nancy Stevens, Search Committee Chair, (phone 215-489-4315). Applicants should submit a letter of application describing the unique qualifications they bring to the position, a resume and a list of three to five references to:

Director, Southeast Extension
Region Search Committee
210A Agricultural Administration Building
Penn State University
University Park, PA 16802

An Affirmative Action/Equal Opportunity Employer
Women and Minorities Encouraged to Apply.

The Little Things

Women on campus report that in addition to outright discrimination and pay inequities, it's the subtle, little things that wear on them and prevent their success: Not invited to lunch, asked to make coffee, addressed by their first names while their male counterparts are called Dr., asked to take the minutes, not to think.

Marilyn Frye, in this passage from ***The Politics of Reality***, (1983), talks about the effects. It is reprinted with permission.

Consider a birdcage. If you look very closely at just one wire in the cage, you cannot see the other wires. If your conception of what is before you is determined by this myopic focus, you could look at that one wire, up and down the length of it, and be unable to see why a bird would not just fly around the wire any time it wanted to go somewhere.

Furthermore, even if, one day at a time, you myopically inspected each wire, you still could not see why a bird would have trouble going past the wires to get anywhere. There is no physical property of any one wire, *nothing* that the closest scrutiny would discover, that would reveal how a bird could be inhibited or harmed by it except in the most accidental way.

It is only when you step back, stop looking at the wires one by one, microscopically, and take a macroscopic view of the whole cage, that you can see why the bird does not go anywhere; and then you will see it in a moment. It will require no great subtlety of mental powers.

It is perfectly *obvious* that the bird is surrounded by a network of systematically related barriers, no one of which would be the least hindrance to its flight, but which, by their relations to each other, are as confining as the solid walls of a dungeon.

The Politics of Reality (1983) is published by The Crossing Press, $10.95. Frye's most recent book called ***Willful Virgin, Essays from 1976-1992***, is also available at $12.95. (800) 777-1048.

PROFILE

Vera Martinez, Administrative Dean, Educational Programs
Santa Monica College, CA

"I Try to Emphasize the Human Element in Every Administration."

Whether it's hiring more women and minority faculty, revamping campus security, averting a student lawsuit, or launching a new women's college, Santa Monica College calls Vera Martinez.

Her secret? She listens to people. And they listen to her, perhaps because her approach is consistently honest, open and nonbureaucratic. "It's really important to be known as someone with integrity, or you won't be able to negotiate anything," she has found.

Calming A Student Insurrection

When the student association threatened to sue the college over control of campus revenues, she stepped in as dean of student activities.

"The students trusted no one, felt no one was listening to them, and were really hurt that they were being totally disregarded," she recalls.

Taking the students' demands for fiscal control seriously, she simply pointed out their logical consequences, such as having to attend boring monthly meetings planning bookstore expenditures. Having someone address their concerns was enough to defuse the students' anger and reach an amicable resolution.

Don't accept the dictates and little boxes that say, "This is how the world operates." You really have to push outside the hierarchy.
– Vera Martinez

Collaboration, Not Confrontation

Martinez's success with the student association led to a special presidential assignment to negotiate a solution to a 30-year-long parking conflict between the College and the city of Santa Monica. Again, Martinez found that "people weren't hearing each other, and a lot of egos were involved.

"Most of my colleagues were trained in a more adversarial or supervisory mode, and that gets in the way of problem-solving. Instead, I try to work with people as individuals," she said.

There's no question that being a woman "has helped me avoid the confrontational-adversarial mode... at least in the areas where I'm in charge," says Martinez. And if someone more confrontational is in charge? "Work within that mode, but minimize the competitive aspect," she advises.

Listening closely and examining the history of an issue helps Martinez understand and address people's underlying, often unspoken, concerns.

The Women's College

Her ability to see beneath the surface of a conflict is helping smooth the path for Santa Monica's new Women's College. (See WIHE, Oct. 1993, page 1.) Now preparing for its second year, the college-within-a-college has more than doubled its course offerings from 12 to 30, and is increasingly popular with students and most faculty, who are lining up to teach courses.

But support is not unanimous; some faculty have reservations about expanding the college.

"I've answered their concerns and shown it doesn't take away students or resources from the main college, but I don't think that's what's really bothering them," says Martinez. "I think there are underlying concerns to explore that no one talks about, like separation and reverse discrimination."

It's Nice to Be Needed, But . . .

Other accomplishments include expanding funding and staffing for the campus women's center, and filling half the instructional vacancies over a two-year period with women and minorities, which turned the most conservative department into the most diverse in the process.

Her reputation for effectiveness has a downside. "The consequence is I serve on way too many committees, first because I'm a *Latina* woman, and second, my experience" in win-win negotiating. She laughs over the familiar refrain: "I have to stop spreading myself too thin!"

If there's one thing Martinez is more skilled at than mediation, it's juggling multiple commitments.

"I was a single parent when I went back to grad school. My daughter was in kindergarten, I worked 19 hours a week and studied all the time...."

Why Not a Doctorate?

The first in her family to go to college (Cal State-Long Beach), Martinez then taught high school Spanish for a few years, but "I got really impatient with the administrators. I hated bureaucracy and decided I wanted to work in administration, where I could make a difference. So I figured I'd better get a master's degree (UC-Riverside). Then one of my mentors pointed out, 'The world's a lot bigger than just high school—why not consider a doctorate?'"

The decision to pursue a doctorate in ed administration was easy in theory, difficult in practice. On top of the severe financial and child care problems typical for single parents, Martinez had to overcome serious criticism from the one place most students find encouragement: her parents.

"As a *Latina*, I have to say this: I had no support from my parents in going back to school. They're very hardworking people, and they felt there was no money in it, and I was being a terrible parent to give up a good teaching job to go back to school."

Have they come around? "It's still hard for them to understand what I do," Martinez says. "I've literally had to drag them to my campus. But at least now they know there's a paycheck in it!"

The Outsider Experience

Another major graduate school hurdle was "feeling

like an outsider, as the only minority woman in the department, wondering if I knew what was really going on. It was an alien world; many faculty were very uncomfortable with me."

Martinez struggled with intimidation and her sense of marginality in a foreign culture. "I had to figure out how to get the attention and help I needed." She found help from "mostly women mentors, though we didn't call them that" in the 1970s. "I didn't know how to talk to them" at first, but she did "finally get the message that people really do want to help you succeed," which encouraged her to stay.

Demystifying Campus Culture

Her own challenges have given Martinez insight into the needs of today's students at Santa Monica College. The 52% minority campus draws from all over the L.A. area, she says, with some students "commuting for over two hours on several buses just to get here."

Martinez oversees nine major programs, including the College of Design, Art & Architecture and the Environmental College, in addition to the Women's College. But she devotes much of her time to "talking with faculty and administrators to demystify higher education," and to students new to the college environment to help them learn the ropes, by mentoring and informal counseling.

Believe in Yourself, Don't Accept Limits

Her advice to women on campus? "It sounds so corny, but you really have to believe in yourself, and firmly know what you believe in. Because that's going to get challenged all the time.

"Don't accept the dictates and little boxes that say, 'this is how the world operates.' You really have to push outside the hierarchy. You can't just take someone else's word for the way things are. You have to go with your convictions, what you believe is the way things are, or should be."

"I've spent a lot of time trying to emphasize the human element in every administration, trying to get beyond the idea that you can't just sit down and talk with someone."

The Real Rewards

She takes deep pleasure in the success of her students. One Latina woman she worked with, who comes from very difficult circumstances, is graduating with a scholarship to UCLA, and another finished medical school and an internship. "They're a wonderful inspiration," she says.

For Martinez, that's the real payoff from her doctorate. "I got my degree because I really wanted to make a difference, and now, we're right in the middle of a tremendous change: the system is saying, we've got to change the way the students want us to change. It's a great opportunity."

Why Not President?

After 10 years at Santa Monica, Martinez is looking to move up, eyeing executive positions at community colleges in the Los Angeles area. An instigator of change on campus and in her own life, she has never changed her goal: "I've always wanted to be where I can make the biggest difference for women and minorities."

JH

NEWSWATCH

OCR Says "Hostile, Discriminatory" Campus Environments Create Bias

In a departure from its usual style of looking at each incident of sex bias on campus microscopically, two recent findings by investigators in the U.S. Education Department's Office of Civil Rights (OCR) condemn the entire environment for women at two California school campuses.

The rulings signal a significant victory for women on campus, with the OCR telling schools to correct the whole environment for women there, not just apply a band-aid to clean up the specific procedures detailed in the complaints.

At the University of California-Santa Cruz, the OCR found a "discriminatory environment" for women, based on the school's response to rape charges brought by women students. The school's investigation was slow, humiliating for the women, and resulted in wrist-slap penalities for the male students found guilty of rape.

At Sonoma State, OCR investigators found a "hostile environment " for women, based on the school's handling of a male student found guilty of assaulting six female students. The school's report of the incident was biased in favor of the male. It emphasized alcohol consumption by the female students, and noted that racism may have been a factor, which the OCR said was apparently false.

Gail Kaufman, associate director of Equal Rights Advocates, a public interest law firm helping the Santa Cruz women, expects the OCR findings and remedy to create ripple effects on other campuses.

"We want this to be a wake-up call for campuses across the country to do an audit of their attitudes and policies and procedures, and make the changes necessary to turn the promise of gender equity into a reality," she said.

She notes that many of the problems at Santa Cruz exist on other campuses, and that a positive environment for learning cannot exist if there is sexual harassment and a general atmosphere of hostility for women.

VMI Wins Latest Round vs. Women

The continuing saga of the U.S. government vs. Virginia Military Institute continues, as the public school's lawyers and a women's studies scholar convinced a U.S. District Count judge that separate can be equal.

Judge Jackson L. Kisor agreed with the VMI plan to stay all-male, while women must attend "a parallel program" costing $6.9 million to be funded by VMI at nearby Mary Baldwin College, a private school for women.

"If VMI marches to the beat of a drum, then Mary Baldwin marches to the melody of a fife and when the march is over, both will have arrived at the same

destination," he wrote in his decision.

The U.S. Justice Department sued VMI in 1990, and Judge Krisor ruled the VMI policy was legal. But the Fourth Circuit U.S. Court of Appeals disagreed, saying VMI had three choices: admit women, become a private school or set up a "parallel program for women."

Judge Krisor says the Mary Baldwin College program meets specifications of a parallel program.

Predicted next stop for the case: The court of last resort, the U.S. Supreme Court.

NCAA Recognizes Women's Issues

Not previously known for its sensitivity to gender equity in athletics, the National Collegiate Athletic Association has appointed Janet M. Justus to the new position of director of educational resources.

An attorney who has been head of eligibility and women's issues coordinator for the NCAA, Justus expects to spend 75% of her time on gender issues for the 891-member group.

She plans to offer national seminars on Title IX and gender equity in the fall and next spring, bringing together lawyers, campus athletic representatives and government civil rights specialists. Also in the works: a resource book on gender equity in campus athletics, and a resource center on gender equity at NCAA headquarters.

A Top Department Runs Amuck

An outside review committee has determined that the University of Wisconsin at Madison's anthropology department is so full of internal bickering, personality conflicts, faculty acting like petulant teenagers, turf battles, sexual harassment and disdain for students that it "borders on the hopeless" and should be placed in receivership.

Only a regard for the department's 167 grad students, seven junior faculty and six female faculty, and the 3,630 students who take undergrad courses each year, prevented advice to abolish it.

L & S Dean Phillip Certain called the committee recommendations "the harshest I've ever seen." In response to the scathing review, the L & S college's academic planning committee will appoint an advisory council to oversee all faculty meetings and departmental decisions for two years, according to the *Wisconsin State Journal* of April 28, 1994.

When Men Do Science on Women...

The fiasco over the mismanagement of the $17 million national breast cancer surgery project to determine whether removing the entire breast rather than just the lumps improves survival rates may cost the University of Pittsburgh dearly.

Officials at the National Cancer Institute are considering opening the project management to competitive bidding for next year.

Irregularities in the data collection techniques surfaced as early as 1990, but were hushed up until this year, when a Canadian physician admitted doctoring the data, by including ineligible patients and fudging consent forms. Similar problems also surfaced at Tulane and Louisiana State universities.

Women consider the case another example of sloppy science applied to women's issues, and question whether the research results are accurate.

Automatic Transfers in California?

A bill proposed by state Senator Gary Hart would allow students accepted at a University of California campus to opt to spend their first two years at one of ten selected community colleges, then automatically transfer to any UC campus they choose.

It would lower costs for students, who would pay community college costs rather than UC costs, and reduce costs for them later at UC campuses. But it has not been popular with UC because of a potential to disrupt campus enrollment projections.

More women than men attend community colleges, where the costs and the risks are lower, and they often have problems in transferring.

William Whiteneck, a consultant in Sen. Hart's office, said the program was expected to affect only about 1,000 of UC's 150,000 students on nine campuses, but UC did not embrace the idea.

"They're grumpy about it," he explained, because an open transfer policy for students would complicate enrollment projections for each campus.

He said Hart's bill passed the state senate, and is in the assembly's higher education committee.

Community colleges support the transfer idea, according to the *Community College Times*, which quoted the *Sacramento Bee* as calling the proposal "a better way to college," saying it makes sense to let each part of the spectrum of higher education do what it does best.

NILD Moves, Leader Battles Cancer

Settling in to its new home at Phoenix College, the National Institute for Leadership Development now offers its leadership training workships for women in community colleges from a new address: 1202 W. Thomas Rd, Phoenix AZ 85013. The phone numbers are (602) 285-7494 and 285-7449.

Popular Executive Director Carolyn Desjardins, who had a cancerous tumor removed in April, is reopening the search for an Institute director to work with her in conducting workshops and other duties.

Graduates of the NILD leadership program and others who want to wish her well are invited to skip the flowers and join *WIHE* in sending a donation in her name to a scholarship fund for future leaders: AAWCC Leaders Foundation c/o Joan Edwards, College of Southern Idaho, P.O. Box 1238, Twin Falls ID 83303-1238.

Revolving Doors or Swiss Cheese in the Sacred Grove?

As the most prestigious yet formidable bastions of patriarchal academe, research universities are undergoing a transformation in women professors' roles and status at the department level. Patriarchy is ever so gradually giving way to equity.

Researcher Barbara Brown Packer, Lasell College (MA), interviewed 32 women faculty in behavioral science, humanities, natural science and social science departments at three research universities for her EEd thesis at Harvard.

Their insights suggest four stages of gender equity in departments, and how change occurs.

"It is the role of the department more than that of the institution or discipline that determines whether an environment is equitable to women professors," Packer concludes.

In the ***closed door stage*** of a department, she says, women are locked out: not hired at all, or a few women are selected as tokens to "legitimize the department's denial of the closed door policy."

While some women faculty recalled being banned from libraries and commencements in past decades, only two departments in her recent study fit the description. They were two natural science departments, which had only token women faculty.

In the ***revolving door stage,*** which she found in about a quarter of the departments, women enter but do not stay. Hired to fulfill affirmative action goals, they leave because of an "unstable future" or department's "uncomfortable environment."

In the unstable future, there's "just outright discrimination and the professors feel that they really can't succeed because the departments don't allow women to move up," according to Packer. "The women felt an unwritten rule against women gaining tenure in the departments."

In the uncomfortable environment, they simply don't want to stay, Packer notes, a situation that often happens to women professors who are conducting research on women's issues.

Slightly better is the ***door ajar stage,*** where the environment isn't particularly friendly to women or understanding of gender differences, but women are hired into the departments and some are able to gain tenure, or even become full professors. More than half the departments fit that pattern.

"It's not that the door is completely open and this is a great department for them, and it's not that it's completely shut. Women who were doing research on women were the ones who did not make it in that environment." Packer says.

Best of all is the ***open door stage,*** in which tenure and promotion are handled fairly. Some departments in two schools in her study approached it, but had not yet achieved it.

She describes open door departments as those in which women are very happy and feel treated fairly. "They perceived that tenure and promotion decisions were handled fairly, the departments seemed to be enlightened in the way they were run, often with women in leadership positions."

In these departments, the shift in attitude seemed to occur when the leadership became female and the numbers changed. "When a really strong, articulate woman leader comes aboard, suddenly the people below her, male and female, have attitude changes because the attitude of the leadership has changed," Packer reports.

"Never Underestimate..."

A remedy for those caught in indifferent departments was suggested by Cynthia Secor, head of the HERS Institutes: the Swiss Cheese Model of gaining power to make social change. Applying her idea, women faculty can succeed by nibbling away at the hole, the pockets of enlightenment, thereby enlarging their place in the department.

Constantly enlarging the hole, by applying pressure and striving for equity, eventually changes the composition of the whole... cheese or department. "There's always the question of whether one person can make a difference. Secor says you can," Packer points out.

> *People have testing behaviors... Often you can nip it in the bud right away.*
>
> – Barbara Brown Packer

How to Scope It Out

To identify revolving door departments when seeking a position, Packer advises:

- Speak with women professors in the department, inquiring about their autonomy, their research and their perception of the environment.
- Get to know the department chair, by informal meetings, and research the career and writings.
- Determine how many women in the department are full professors, how long they have been there, and the gender distribution of the department
- Ask why the position you're applying for is vacant. Have other women left the position? If so, are you up for the risk and the challenge?

If you've already accepted a position and later find out it's a revolving door, Packer suggests:

- Create your own Swiss Cheese.
- Resolve to assert yourself and your ideas, and pursue your goals. What do you have to lose? You'll probably have a tough road ahead, but you'll make a difference for yourself, your women students and women faculty who follow. If they join the department and stay, your power increases.
- Expect and prepare for confrontation, planning how you would like to react to the eventual fact.

"People have testing behaviors," Packer says. "If they get away with something once, they'll test to see if they can get away with a little bit more. Often you can nip it in the bud right away."

Some professors had prepared themselves for unfair treatment, and felt they were more successful when they had rehearsed their responses.

- Use humor. It can ease a tense situation, still allowing women to assert themselves, and prevent a touchy situation from becoming adversarial.
- Network with other women faculty for support, on campus and in national organizations.

RESEARCH BRIEFS

Love of Science Draws Women Grad Students

To help understand the motivations and problems of students pursuing science careers, researcher Jerilee Grandy of the Educational Testing Service in Princeton, NJ, surveyed 1,508 students planning graduate study in science, math or engineering.

Of the women, 44% were in the biological sciences followed by 22% in engineering. The numbers were reversed for men students.

For women, a close female role model seemed important: 20% had mothers in a technical, mechanical or scientific occupation, nearly twice the rate of men. Equal numbers of men and women reported fathers in such jobs.

Men tended to choose their field before sophomore year, while more women than men chose it during junior or senior year. Their reasons included excitement and love for the field, opportunity for making a contribution, career opportunities, income, professors' encouragement and knowing others in the field, with virtually no gender differences.

Among engineers, where gender differences were greatest, women found their undergraduate work more difficult than men, who were more likely to enjoy their courses, rate the instruction quality high, see themselves as scientists or engineers, and feel they could make a contribution to the field than women.

Other studies show that foreign-educated engineering faculty from cultures "where women are not held in high esteem pose problems for women in engineering graduate programs," Grandy notes.

Overall, the men expected to earn a higher salary than women, perhaps because fewer women planned to get PhDs, and fewer were in engineering, which pays more than the biosciences.

As for work environment, women showed a slightly greater preference working with "people" than "things," while men's preferences were evenly split. Both genders slightly preferred a cooperative to a competitive emphasis.

—ETS will publish the study as *GRE Professional Report No. 92-03.*

Women's Studies Classes Build Awareness, Activism

The more than 600 women's studies programs at U.S. colleges aim to increase not only students' understanding of the social, economic and political forces that affect gender roles, but also their activism on these issues.

The classes achieve the goals, according to a study by the women's studies faculty at the University of Missouri-St. Louis.

They compared 179 students enrolled in women's studies courses with 275 students in other courses taught by female instructors, some of whom were women's studies faculty.

At the start of classes and again at the end, the students filled out an anonymous questionnaire describing their involvement in women's rights activities, from keeping informed on the issues and discussing them with others to actions such as attending a march, to writing a letter or signing a petition.

At the beginning, all students' activites were the same. But by the end of the semester the women's studies students were twice as likely to report keeping informed on women's issues and discussing them with others, and nearly three times as likely to attend a march or sign a petition.

The women's studies students also reported increased awareness of discrimination, enhanced self-confidence and ability to educate others, and greater tolerance of those different from themselves. One student wrote, "I have become much more assertive in stating my opinion and . . . behaving in a manner that supports my opinions."

Nearly a fourth described changes toward less gender-stereotyped life styles. One man wrote, "I have done several 'feminine activities' at home (sewing, etc.) which helped me spend more time with and enjoy my wife and our time together."

Sixty-seven percent of the students attributed the changes to course content, and 35% to class dynamics, such as open format and supportive atmosphere.

Researchers caution that measures of activism were self-reported and unconfirmed.

—*Psychology of Women Quarterly*, March 1994.

NCAA Sanctions Reduce Alumni Donations

Fans of big time intercollegiate athletics point to the PR and money college sports bring in, including "alumni contributions and endowments that otherwise might not be donated." Economists at Mississippi State University asked: Does negative publicity decrease giving?

The researchers compared MSU alumni contributions to MSU academic (nonathletic) programs with the school's football, baseball and basketball records from 1962-1991, and found that NCAA sanctions against the football program in the 1970s correlated with a reduction in alumni giving to academics.

"NCAA sactions have the potential to penalize an entire academic instituion, not just its intercollegiate athletics program.... they generate a strong incentive for administrators to monitor their athletics programs and insure conformity with NCAA rules," they conclude.

They also found that for football, staying off NCAA probation was more positively correlated with academic giving than winning and television appearances.

MSU's NCAA violations involved gifts to athletes. Whether NCAA sanctions over gender inequities under Title IX also produce a similar effect warrants further study.

—*American Journal of Economics and Sociology*, January 1994.

THE LAST LAUGH

Lessons From the First Half-Century

This month, I celebrate my 50th birthday on D-Day (June 6), an event my mother commemorated with my middle name.

Approaching maturity, I'll share what I have learned in a half-century on planet Earth, most of which has become clear only in the last few years of editing and publishing this newsletter for you:

• ***Carpe diem*, or life's too short.** (The phrase often preceeds my statements these days.) As I witness friends and colleagues having heart attacks, battles with cancer and accidents, I've concluded that now's the best time to do what you want to do.

My refrigerator displays a poem "If I Had My Life To Live Over," in which the author laments not taking more risks, being crazier and having more fun. Most of us have at least 20 years left, so it's not too late. I intend to continue rabble-rousing and climbing trees to get a new perspective on the world, and I urge you to do the same.

• **Take the high road.** Recently a gaffe about who was invited to a national meeting resulted in hurt feelings and accusations of organizational dysfunction. I prefer to believe it was a just social boo-boo, and the person in charge was not secure enough to fess up and apologize. The mistake won't be repeated, so why not get on with things?

As they say in parent's guides, it's more effective to catch someone in the act of doing something right and praise them, than to bitterly complain about what is not done quite so well.

• **There's always time.** Haste and absolute deadlines are the realm of the young, who simply have not been around long enough to know that nothing is absolute, and what doesn't get done today can get done tomorrow.

Like most administrators, I work on many projects at once, nudging each one forward a little at a time. Pushing things too fast causes others to put on the brakes, sometimes bringing things to a total stop. When hassled to make a quick decision, I deliberately slow down to prevent an error of haste.

• **Try something new.** It's tempting to do what we have always done, because the risk is low, but new problems call for creative, innovative solutions.

Especially in the patriarchical culture of higher education, we have to work to change the system, not just become part of it, and that requires new ways of thinking and doing things.

Women are precisely the ones who can provide a new perspective, if we will just free our minds of the constraints of the status quo. When considering a bold move, ask yourself, "If this bombs, what's the worst that can happen?" Then prepare for it.

• **Listen to your heart.** Intuition is a powerful sense, which one must learn to trust.

For example, the University of Wisconsin's newly hired women's basketball coach had a change of heart, and decided to stay in her current job. "It's a matter of instinct, my gut instinct.... where I feel I belong," she said. Her timing could have been better, but she had the courage to listen to her heart and act on it.

• **Create your ideal.** Consider your values in visualizing a perfect job for yourself, and work to develop it. Many readers have described seeing a need and an opportunity, and expanding their jobs in the direction they like, to create jobs they love.

Optimum times to do this include when you get a new boss, when a new position is created, when a crisis has forced a re-evaluation of current duties, as a last-ditch effort just when you're ready to walk out the door, or when you have nothing to lose.

Don't believe me? This newsletter is a direct result of my being fired from a job on my birthday in 1991. I made a list of nine attributes of my perfect job. Then I came up with eleven ideas to make it happen. This newsletter was plan number nine.

(FYI, the attributes were: autonomy, personal feeling of accomplishment, challenge, financial stability, professional contacts, recognition, a compelling subject, long-term possibilities and travel opportunities.) An extra attraction was the unlikelihood of being fired again, because if one subscriber fires me by cancelling or failing to renew, some 1,684 others continue to hire me.

Thank you for giving me the opportunity to live my dream, and create a network of women on campus to change the course of higher education. If I get hit by a chocolate milk truck tomorrow, at least I will have made a few new waves on the sea.

MDW

P.S. For those who think this column is just too much, I will repeat it only once every 50 years.

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Creating a New College Offers Unique Chance for Equity

As postal trays bring in 2,000 applications for three dean's posts and 10 planning faculty positions, Kelsey Escoto is looking for the needles.

Assistant to the provost for faculty recruitment, she wants just the right people to help turn the collective vision of California State University's newest campus - Monterey Bay - into a reality.

Scheduled to open in the fall of 1995 with 633 FTE students, the campus projects to serve 25,000 students in 20 years, with 80% living on campus.

Since the school will serve a very diverse student body, Escoto is trying to assure that the pool of candidates includes plenty of women, Hispanics, blacks and other underrepresented groups.

"I believe in equity," Escoto says, "and women always get the short end of the stick," noting that she is eager to recruit women in planning and leadership positions. The state system chancellor is handling the hiring of the new campus's president.

The system's 21st campus will spring from the decommissioned Fort Ord military base 90 miles south of San Francisco, 1,300 acres with spectacular ocean frontage, including 260 buildings and 1,253 housing units valued at over $1 billion. The feds guarantee $15 million to help transform the base.

Any day now the army will deed the land over to the state, so renovations can start and school leaders can stop referring to the real estate as "the base" and start calling it "the campus."

Now camped in leased suites nearby, the school's academic planning vanguard is led by Provost Steve Arvizu, former dean of graduate studies and research at CSU-Bakersfield.

A full professor of anthropology, Arvizu sees this as a field study. His vision is to create a campus that is truly committed to being gender-equitable, multilingual, multi-cultural and intergenerational, emphasizing innovation and collaboration.

Described as a "unique opportunity... to create an institution of higher education that can experiment with doing business differently," CSU-Monterey Bay intends to "develop dynamic cultures that encourage innovation."

"We want to create the atmosphere and hire the individuals who will take it to heart and make it happen," Escoto says. "Other schools have forms that they've used for 20 years, written in blood. We have a chance to change the forms, and create something unique to truly serve our students."

High on the list of attributes potential new employees need are creativity, innovation, multidisciplinary experience and a yen to get in on the ground floor of a unique institution.

In fall 1994, Escoto will be recruiting an additional 40 to 50 instructional faculty to develop curriculum and courses.

How do you start a new school from scratch? Community input is the key, leaders say.

Focus groups included more than 200 local residents, whose top priority for use of the base was an educational facility that serves local needs.

Since the tri-county area is predominantly blue-collar and has the largest Hispanic growth rate in the state, the school defines its mission to serve local needs of migrant workers, laborers and others.

Provost Arvizu has been working with the Monterey Bay Faculty Advisory Committee and twelve curriculum planning work groups of volunteers from students, community residents and faculty union representatives from other schools in the California State University system.

It's a unique chance. And with rabble-rousers like Kelsey Escoto constantly referring to the new campus's mission, they won't blow it.

Contact Kelsey Escoto, Academic Recruitment, USC-Monterey Bay, (408) 393-3355.

Vision Statement (Part I)

California State University, Monterey Bay is envisioned as a comprehensive state university which values service through high quality education. The campus will be distinctive in serving the diverse people of California, especially the working class and historically undereducated and low income populations. It will feature an enriched living and learning environment and year-round operation. The identity of the university will be framed by a substantive commitment to multilingual, multicultural, gender-equitable learning. The university will be a collaborative, intellectual community distinguished by partnerships with existing institutions both public and private, cooperative agreements which enable students, faculty and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity and coordinated community service.

Vassar: "Great Astonishment" At Losing Sex Bias Tenure Suit

Proud of its "history and traditions as an institution dedicated to the advancement of women in academic life," Vassar College was shocked by last month's 102-page federal ruling that it discriminated against a married woman biologist in refusing her tenure in 1985.

U.S. District Court Judge Constance B. Motley wrote that Vassar's denying tenure to Cynthia J. Fisher "reflects the acceptance of a stereotype and bias: that a married woman with an active and ongoing family life cannot be a productive scientist."

A women's college until 1969, Vassar now has about 40% male students and 58% male faculty. Vassar president Frances D. Fergusson reacted to the "amazing" verdict "with great astonishment and distress." Vassar's attorney vows to appeal.

Facts of the Case

Biologist Cynthia J. Fisher received a PhD in 1963 from Rutgers and took a postdoc there. From 1965 to 1973, she stayed home, writing and raising two adopted daughters. In 1973 she taught at Marist College. She moved to Vassar in 1977 as a visiting professor, took a tenure-track job there in 1980, and left in 1985, a day after being denied tenure.

Citing deficiencies in her teaching and research, five members of the biology department voted unanimously not to recommend her for tenure.

Fisher claims members of the department continually held her eight years of child-rearing at home against her. Her lawyer, Eleanor J. Piel, says Fisher has National Science Foundation grants and more publications in peer-reviewed journals than three males in her department who did get tenure.

The Sex-Plus Factor

The case breaks new legal ground in academe because it considers a factor in addition to sex, in this case marriage, and applies the discrimination test to those cases. The "sex-plus" doctrine was used to outlaw firing airline stewardesses who married.

Statistics Tell a Tale

Key to the case was "a careful assembling of evidence," according to her lawyer. Statistical data assembled by Fisher's husband Armen analyzed Vassar's longitudinal pattern of granting tenure.

By comparing the staff directory and other documents, he found that in the previous 30 years, no married women in the hard sciences got tenure.

Defining hard sciences to include psychology, Vassar did grant one married woman psychologist tenure in 1983, two years before Fisher was up for review. Vassar also cites four married women in the hard sciences who have received tenure since Fisher's case, to which Fisher replies, "Maybe Vassar has changed. They did get rid of a lot of hatchet men who denied me tenure."

David vs. Goliath

The Fishers filed for discrimination in 1986, acting as their own lawyers after they were unable to find one to take the case. They finally hired an Albany lawyer, who withdraw due to illness.

"In January of 1987, we called every civil rights law firm in New York City, and they all refused us, saying we'd drown in paperwork and never win," Fisher says.

Finally in 1989, Eleanor J. Piel, who works with a single secretary-receptionist, agreed to take the case. Piel had already been involved with two civil rights in academe cases. She worked with plaintiff Edna Sobel on Sobel vs Yeshiva University, a class action suit in which 100 doctors sued for equal pay. Piel also represented Heidi Weissmann, who received a $900,000 settlement for discrimination and retaliation from Yeshiva in February.

Armen Fisher became the team's paralegal, and Fisher herself served as the word processor. She says they were "prepared to document every complaint by Vassar," presenting 135 exhibits.

Nine Years in Purgatory

The case dragged on for nine years, with each side accusing the other of using stall tactics. Three weeks before the case went to trial, attorneys for Vassar moved for a summary judgment. The motion was denied, and Vassar changed law firms.

Vassar's current lawyer, John M. Donoghue, says he was "stunned" at the ruling, adding that "you have to understand Vassar" to realize its implications, citing the college's policies on parental leave, tenure time extensions and on-site child care.

He said his appeal will be based on a "gross misreading of the fact pattern" of granting tenure to women scientists at Vassar, and the court's acting as a super tenure committee on tenure decisions.

Fisher, who now works as a social worker, wants to return to Vassar. "I miss the research," she says, while others note that science is her first love.

Having ordered Vassar to reinstate Fisher with tenure and pay double damages and legal fees, the court will soon set monitary damages.

Expect an appeal but no settlement, Donoghue says, because "settlement means compromise."

WOMEN IN HIGHER EDUCATION

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Grooming Yourself for Top Campus Leadership

Being a college president in the 90s is like learning to play jazz: you have to be comfortable with discord and improvisation, says Josephine Davis, president of York College, CUNY.

At the 1994 AAHE conference at Chicago, Davis discussed myths that keep women as assistants rather than CEOs, and suggested new strategies:

Myth #1: Careers should follow a sequential path.

Just because this is often true for men doesn't mean it applies to women, whose lives and roles are less orderly, says Davis. "Thinking our lives will follow a set path leads to high anxiety levels when it doesn't."

Instead, do *career mapping*, Davis advises. Set a goal, identifying the job you want within a set time frame. Then work backwards, asking, "What are the skills I need to acquire, and how and where can I acquire them within this time frame, in order for me to get this position?"

But what if your goal requires leadership or professional experience you lack? Then move on to:

Myth #2: You're qualified only if you've done it before.

"Women often feel they must have all the leadership experiences in hand before they can take on a position. Men feel they can take the position and learn on the job," Davis points out.

If you're missing some needed background, *find another way to get it*. Short on budget management experience? Get an MBA to be viewed as fiscally competent; also, many part time/evening programs are available. To broaden and enrich leadership skills, Davis suggests leadership development institutes such as those at Harvard and the HERS institutes at Bryn Mawr.

"At first my goals were no higher than becoming chair," she recalls. Once she became dean, "After sitting around the table with all these men, I kept saying, well gosh, if they can be vice presidents and presidents, I can too!" But for family reasons, relocating was impossible.

"I used the metaphor of the lotus, with the roots in the ground, the water swirling around me, and the blossom at the top. How could I get the water swirling around me, while I stayed in Albany, Georgia, taking care of my home, and at the same time get to be president?"

The Kellogg Foundation's leadership development program became the "water" for Davis, who analyzed "leadership issues around the world, which prepared me to move on."

Myth #3: If you have vision, it's enough to go on.

In fact, vision alone won't get you anywhere if you can't deliver the vote, says Davis.

The key strategy here is *coalition building*, often with other leaders "who may not always see eye to eye with you" but who will have credibility with those who support the status quo and those who may have written you off as a rabble-rouser. You need insider endorsement to win over naysayers and make things happen.

12 Skills for CEOs

Another panelist, Vivian B. Blevins, shared insights gained through 11 years in three college CEO positions. Currently the first woman to head Rancho Santiago Community College in California, Blevins says presidencies are not for the weak:

"Each college I headed was different, each was difficult, terrifying at times. It's just plain not easy... and women are more likely to verbalize the challenges."

Her list of 12 CEO qualifications includes:

1. Action oriented, risk taker. Most people aren't risk takers, so if you are, you have a good shot at the top, she says.

2. Able to see what's needed over the long haul. "Talk about your vision with constituent groups over and over, because people don't remember."

3. Coalition builder/collaborator. "Your resources are other people; one person can do very little." Identify education experts on campus and get them on your team, Blevins advises, adding, "Your major resource is your faculty. That's where your intellectual people, your worker bees, and your numbers are, and you cannot survive without their support."

4. Tolerant of ambiguity.

5. Tolerant of process.

6. Able to mediate conflict.

7. Technologically literate.

8. Inclusive rather than selective.

9. Able to link up with resources—namely, "bucks, or things that can be translated into bucks."

10. Able to see your role in the grand scheme. "If you don't feel that you're important to this whole endeavor, you can't sustain yourself in it. The larger the college, the more difficult it is to see how you fit in."

11. Able to let others lead while keeping yourself informed. Ultimately you're responsible, and people don't always make good decisions, Blevins points out, so you have to both empower others *and* "be willing to roll up your sleeves, get in there and learn about" an issue.

12. Able to find meaning and joy in your work. "Six months after you leave, they won't even remember your name, so meaning has to come from what you assign meaning to. I urge you to find joy in your teaching, your projects, your reading, your coming and going, because in the blink of an eye" your achievements are forgotten, says Blevins.

Lots of Scrutiny, Little Control

If you're a control freak, "then the presidency is not for you, because you actually don't control very much at all," says Michele Myers, CEO of Denison University, Ohio, and the third panelist. "So if you're looking for control, forget it. You have a lot of power, you have a lot of influence, but that's not the same as control."

Because of this, presidents must be able to live with vulnerability, ready to answer for decisions made by others over whom they have little control.

Finally, a female CEO must be ready to "stand up to scrutiny, because you will be more scrutinized" as a woman, Meyers says. Women presidents also give up a lot of privacy: "It is very much a fishbowl kind of life."

JH

IN HER OWN WORDS

Supporting Your Support Staff

By Cheryl F. Wilson
Program Coordinator, Princeton University Women's Center
Vice-Chair, Princeton University Women's Organization

Support staff in higher education, as in business and government, is predominantly female. Some experiences are shared, but challenges faced by those on campus are unique, and often frustrating.

Bitterness and resentment are common among campus support staff, and many women staffers don't feel they're working up to their full potential.

Campus support staff have low status, and advancement is virtually impossible without an advanced degree. But the rigid hierarchy on college campuses can hamper opportunities for even those office personnel with higher degrees.

Secondly, they may be exceeding their own responsibilities on paper. Unfortunately, their accomplishments often are not reflected in salary, title, opportunities or even recognition, leaving them feeling devalued and unappreciated.

Their situation is a very real challenge for support staff and their supervisors, which both sides can work together to resolve. Supervisors can contribute to empower the women on campus who work for them, and support staff can actively guide their own careers. Some suggestions:

If you have support staff:

*1. **Be supportive.*** Let your secretary or assistant know that you value and respect her. Ask her opinions on certain issues, and listen to her answers. Give her credit when her hard work or decisions are instrumental in a project's success.

Take an interest in her aspirations and goals. Maybe she's perfectly happy where she is, but she'll be even happier to see your concern.

*2. **Be unselfish and nonpossessive.*** Resist the urge to keep your good secretary as good secretary. Encourage her to expand and excel. If you think she could be going places, let her know, and show her how to get there. Look for learning and growth opportunities, and help her participate in them.

*3. **Reward her.*** Remember, both of you benefit when you make your secretary feel appreciated. Be generous. And use a little creativity. If budget constraints prohibit you from giving her a fair raise, give her something else, like a more flexible schedule. Or try to get her position reclassified. Even if you can't give her a new official title, give her a more professional title yourself, and more meaningful and visible roles.

*4. **Learn her job.*** After all, she probably knows yours. Many workers are reluctant to request time off during a certain time of the year because they're the only ones who know how to do what they do. Many find this kind of dependency frustrating.

Of course, you won't have time to learn all the ins and outs of your secretary's job, but you can learn the basics. You're communicating the value of both your and her independence, and showing that you realize how important her job is.

*5. **Show appreciation.*** Thank her publicly, privately and on paper. Elaborate on her performance reviews, write a thank-you letter on letterhead for her files and nominate her for awards and committees.

Foster an atmosphere of support in your office and on your campus by being known for initiating such practices. It's important to become involved with the needs and concerns of not only those who work <u>with</u> you, but those who work <u>for</u> you.

<u>If you are support staff:</u>

*1. **Take yourself seriously.*** If you are earnest about advancement, conduct yourself accordingly. Your dress, speech, conduct, written correspondence and body language should reflect that of a focused professional. When you take your career seriously, so will others on your campus.

*2. **Take advantage of working on campus.*** Working on a college campus in any capacity is a wonderful opportunity. Enroll in courses and work toward a degree. If the class you want is during the day, try to negotiate a flex-time arrangement that will allow you to make up the time.

Keep your eyes open around campus for activities that may help you improve yourself or advance your career. Attend campus lectures and seminars: you never know what kind of advice you'll receive or what connections you'll make. Join the gym. The rates are good compared to health clubs, and you'll get in shape and relieve stress.

Get your resume updated free at the career placement office. If there's a support group of staff women, join it. If not, start one. You'll meet and help other women in your position, develop leadership and organizational skills and build your resume.

*3. **Be active and visible.*** Volunteer for a committee on campus. Ask your supervisor if you can sit in on meetings that interest you. If there are boards or committees where support staff is not represented, mention it in a letter to the committee chair. As you become active in organizations, begin to take on leadership roles.

*4. **Identify and emulate role models.*** Many campus staff women stay in one position for years, while their supervisors move from one exciting position to another. Watch women who excel. Follow their patterns, take notes and take action.

*5. **Conduct an honest assessment.*** If you've acted on the above ideas for a year to no avail, take a long hard look at the situation. If you're serious about expanding your career, leaving your present job may be your only option. Evaluate your real chances for advancement or better compensation.

If you're not satisfied, get out your updated resume and discreetly begin to look elsewhere. In order to move up, you may have to move out.

CAREER CONNECTIONS

Donna Shavlik, head of Office for Women in Higher Education of the American Council on Education, says women need to emphasize changing the system, not becoming part of the patriarchy of higher education. To accomplish that goal, more women need to hold leadership positions on campus.

To assure that the pool of candidates for positions on your campus includes qualified women, alert your school's human resources department and the chairs of search committees to this new resource to reach women.

For additional information on how to reach 9,500 women administrators and faculty each month for just $230, call Chris Carman at (608) 251-3232. Deadline is the 20th of the month.

PRESIDENT

Potomac State College of West Virginia University

Potomac State College of West Virginia University, Keyser, West Virginia, is accepting nominations and applications for the position of Campus President. The Campus President is the chief academic and administrative officer of the College and reports to the President of West Virginia University through the Provost and Vice President for Academic Affairs at West Virginia University. The Campus President also reports to the University System of West Virginia Board of Trustees through the President of WVU.

Founded in 1902, Potomac State College is a branch of West Virginia University. It is located 150 miles west of Washington, D.C., and 80 miles east of the main campus of West Virginia University in Morgantown. Through traditional two-year liberal arts curricula transferable to senior institutions and through a variety of two-year technical curricula, the College offers seven Associate in Arts degrees and six Associate in Applied Science degree programs. There are 40 full-time and approximately 40 part-time faculty members plus 75 staff personnel, serving a student population of around 1,200.

Potomac State College is fairly unique in that it is a residential two-year college. Among its characteristics the College features four residence halls housing 350 students, intercollegiate athletic programs associated with the NCJAA, and comprehensive agricultural programs built around two operating farms situated on 768 acres. The physical plant also includes 40,000 volume on-campus library, a 1,000 seat cultural arts center, a residence for the Campus President, and ten other academic, administrative, and athletic buildings.

Since 1926, the College has held continuous accreditation in the North Central Association of Colleges and Secondary Schools. The most recent accreditation visit was in the Fall, 1993.

The Campus President will be expected to:

- demonstrate successful academic and administrative leadership
- motivate and inspire others
- foster the growth of academic and career technical programs
- communicate and advocate effectively
- show strong concern for student, faculty, and staff welfare
- demonstrate managerial skills
- promote positive public relations
- demonstrate experience in formulating institution-wide budgets
- demonstrate commitment to diversity and social justice

Strong preference will be given to an individual with an earned doctorate and classroom experience.

Salary for the position will be competitive and commensurate with the experience and qualifications of the person selected.

West Virginia University is strongly committed to diversity and welcomes nominations and applications from qualified individuals. Candidates should submit a letter of application; curriculum vitae; and names, addresses, and telephone numbers of at least four references. These materials should provide evidence of one's qualifications as noted above. Applications and nominations should be postmarked by July 15, 1994, and sent to:

Dean Jane Applegate
Chair, Search Committee for Campus President
802 Allen Hall, P. O. Box 6122
West Virginia University
Morgantown, West Virginia 26505

West Virginia University is an Equal Opportunity, Affirmative Action Employer. The University attempts to be responsive to dual career couples.

Computer Information Science Instructors

SOLANO

(Part-time/Hourly) Fall 1994 Semester

Salary range. $30.20 - $43.83 per hour.
Application deadline. July 25, 1994 at 12 noon.

Solano College is recruiting for instructors to teach the following courses at various times: Introduction to Computers, Assembly Programming, Pascal Programming, DOS, Lotus 1-2-3, Advanced Lotus 1-2-3, Database Applications and Programming, Telecommunications, Introduction to LANS, Netware V3.12 Administration and Netware V3.12 Advanced Administration.

To request a job announcement and application materials contact:

Personnel Office, Room 616,
Solano Community College
4000 Suisun Valley Road, Suisun CA 94585
or phone our 24 hour JOBLINE at 707/864-7129

SCC IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

NORTHERN ARIZONA UNIVERSITY

OFFICE OF THE PRESIDENT

PROVOST

(Chief Academic Officer/Student Affairs Officer)

Northern Arizona University seeks an energetic, imaginative person to provide leadership for its academic programs and student affairs. The successful candidate must be able to advance the goals of a public university with a complex mission, consisting of undergraduate instruction, strong graduate and research programs in selected areas, and service to Flagstaff and other communities in rural Arizona. This position reports directly to the President.

The minimum qualifications for this position include an earned doctorate, at least five year's experience in senior management at a complex institution, professional achievements sufficient to earn the respect of and work collaboratively with, the deans, faculty and student services staff and student leaders. Must have outstanding oral, written, and interpersonal skills and experience working in an increasingly multicultural environment. Salary will be commensurate with the background and experience of the individual selected. NAU has an excellent benefit package.

One of three public universities in Arizona, Northern Arizona University is a doctoral I institution that serves a multicultural student body of about 18,500 at the historic Mountain Campus in Flagstaff and at the recently developed Yuma Center and at several sites where enrollment is expected to grow significantly in the decade ahead. NAU is an acknowledged leader in the educational uses of technologies, teacher preparation, cultural studies, environmental studies, Native American Programs and other fields appropriate to its mission. NAU is located in Flagstaff, a community of 48,00 approximately 140 miles north of Phoenix. At an elevation of 7,000 feet on the Colorado Plateau, Flagstaff enjoys a four-season climate in close proximity to spectacular scenery and cultural sites.

The position will remain open until filled; however, the Screening Committee will begin reviewing applications on September 15, 1994. Send a letter of application; resume; and names/addresses/phone numbers of five professional references to: Chair, Provost Search Committee, NAU Office of the President, P. O. Box 4092, Flagstaff, AZ 86011.

Northern Arizona University is a committed Equal Opportunity, Affirmative Action Institution. Minorities, women, persons with disabilities and veterans are encouraged to apply.

BEST COPY AVAILABLE

PRESIDENT

Saint·Xavier·University

Chicago, Illinois

Saint Xavier University's Presidential Search Committee is currently seeking nominations and expressions of interest for the presidency of the University.

Saint Xavier University was founded in 1846 by the Sisters of Mercy and ranks among the oldest of Illinois' colleges and universities. As a progressive urban institution, with an international component, Saint Xavier serves over 4,100 students in 37 majors and 27 graduate degree options. The University has nationally recognized programs in nursing, business, education and liberal arts and sciences.

The Search Committee seeks a president with a proven record of educational leadership, sound fiscal management experience and commitment to values and traditions of Catholic education.

Application review will begin July 8,1994, and continue until a candidate is selected. Nominations can be sent in strictest confidence to:

Marion Faldet
Chair, Presidential Search Committee
Saint Xavier University
3700 W. 103rd Street
Chicago, Illinois 60655

AA/EOE

Vital Signs of a Campus

Failing School	Thriving School
Purpose is murky	Purpose is clear, distinctive, & integrated throughout institution
Sense of pessimism, alienation	Sense of optimism, community, comfort
Caution and mistrust	Open communication & willingness to take risks
Operational morass in one or more offices	A threshold of operational effectiveness
Low morale & expectations	Excitement and "even a lot of fun"

The common denominator of schools that have moved from the left column to the right is a PRESIDENT eager to initiate and lead the transformation. But the process must also be collaborative, with the president empowering others to be leaders in the transformation process. And a successful transformation is comprehensive. It comes from, and affects, the entire college.

By Ruth B. Cowan of Organizational Development Associates, New York, who consults to academic leaders seeking to revitalize their campus. Presented at the 1994 AAHE conference.

Revitalizing Campuses:
Sometimes It Takes a Woman to Fix a Leaky Faucet

As diminishing resources and public confidence are challenging and even threatening the very existence of some colleges, administrators are finding new styles of leadership to turn things around... and women are at the forefront.

Four years ago, Chicago State University was more than leaking, it was hemorrhaging. As student enrollment and retention hit record lows, so did faculty confidence and campus morale. Rumor said the Illinois legislature might close the campus.

Enter the new president, Dolores E. Cross.

"People asked me, 'why are you going to Chicago State University?'" she says. "There were real questions about whether this could be a viable, thriving university."

Students' Needs

Cross realized that the needs of the students were being ignored. She emphasizes that much of the student body, which is 85% African-American, are first-generation students, often underprepared for higher education; many are single parents, many hold jobs. To help these students achieve success, Cross (who is herself African American) recalled challenges she had met as a vice chancellor at CUNY.

> *By giving people a role in revitalizing campus, the process becomes the product.*
> – Dolores E. Cross

Through research and experience, "we know what will make a difference for underprepared students," says Cross. "The ideas are there. The problem is whether there's a will to change."

And will isn't enough by itself, Cross has found. All too often, "we tell people what do, we show them what to do, but we don't involve them."

Involvement is the Key

Her first semester, Cross realized she couldn't just tell people "we must increase the enrollment," without involving them. Before coming on campus, she phoned professors. "Our first objective was to call every single student who has applied to Chicago State University. Make a personal call, and find out what new information we can give them."

Reaching out to students increased enrollment by 17% the first year, encouraging the faculty. "When people see an achievement through their collective effort, they're motivated," says Cross.

As with this theory that worked in practice, Cross found other ideas also confirmed:

- *"Faculty are willing to get involved, but you must move beyond mere articulation of the problem to action."*
- *"Key to improving students' success is improving the interaction between faculty and students."*

By giving people a role in revitalizing campus, "the process becomes the product," says Cross.

Enhancing Faculty-Student Interaction

After meeting with faculty in focus groups to discuss goals for student achievement, Cross set up faculty innovation grants, making a startling offer: "If you have an idea to improve the success of students, we'll reallocate resources to fund it."

Once again, she was "not only telling people and showing them, but involving them."

Next, Cross and her colleagues developed a three-point model for student success, which said the University must be there for students in pre-college programs before they matriculate, must support them once they're enrolled and must create opportunities after they graduate.

Cross stresses that "it's not just the model that's important, but how we involve people in that model: through my visibility and my involvement, and through putting the responsibility for that model at the department chair level." This involved Cross in working closely with department chairs, an unusual position for a president to be in, leaping several layers of administration.

Internal Validation Important

Although the indicators—rising enrollments, morale and faculty-student involvement—were overwhelmingly positive, Cross sought an internal review process to determine how well the student success model was being communicated and what people were doing differently because of it, and to uncover faculty, staff and student concerns.

So she formed an action review team of junior and senior faculty who periodically interview campus members and report their findings to her.

Fastest Growing Public University

Since Cross took the helm in 1990, student enrollment has skyrocketed 57% from 5,800 to over 9,000, making it the fastest growing public university in the state and perhaps the nation, says Cross. Other benchmarks of success:

- 22% increase in the number of degrees granted
- 100% of students taking the nursing exam pass
- 100% of students applying to med school get in
- 2nd year retention rate jumped from 33% to 65%
- 3rd year retention rate for Hispanics, 25% to 85%
- The school won national excellence in retention awards in 1991 (nursing) and 1992 (math).

Perhaps most revealing are the intangibles. Cross observes, "There's a different feeling on campus. People feel better about the University, and they feel more involved."

Nor have the changes gone unnoticed off campus. The Chicago Tribune refers to the school as "Success U."

JH

Dolores Cross presented "Prescriptions for Revitalizing A College" at the AAHE annual conference in March 1994.

Hidden Costs of the Campus Sexual Harassment Epidemic

Imagine a work force where a third of the employees feel alienated, disrespected, treated unfairly and at the mercy of leaders who act in bad faith. Obviously those who feel disillusioned by their colleagues and betrayed by their institution can't do their best work, and all suffer the loss.

Harassment Widespread, Unreported

A 1989 survey of 450 faculty, staff and administrators by Goodwin et al. found that 39% of women and 19% of men reported some type of sexual harassment, defined as behaviors that made them feel uncomfortable. The most common incidents were sexist behaviors, sexual comments and offensive body language, with 18% in the survey reporting unwanted physical advances.

A larger, nationally representative survey of 9,402 women faculty at 270 schools examined the effects of sexual harassment. Researchers Eric L. Dey, University of Michigan, and Linda J. Sax and Jessica Korn, UCLA, presented their findings as "Betrayed by the Academy: The Sexual Harassment of Women College Faculty" at the 1994 annual meeting of the American Educational Research Association in New Orleans in April.

Asserting that "the 'epidemic' of sexual harassment on college campuses is even larger than originally conceptualized," they point out that research on it "is limited by the underreporting of harassment incidents," due either to fear of retaliation or not knowing that the behavior is considered harassment.

What is Harassment?

Part of the problem with sexual harassment is confusion over its definition. Many people label only severe behavior as harassment per se, viewing annoying behavior as a mere nuisance. But "sexual harassment includes a range of behaviors, from physical assault to verbal innuendoes to verbal and physical threats" and "includes some concept of the misuse of power and coercion," say the researchers.

Courts define two types of sexual harassment:

• **Hostile environment**: sexual jokes, teasing, comments, touching, display of sexual illustrations on walls, lockers, or computer monitors and printouts that denigrate women.

• **Quid pro quo**: sexual behavior demanded in exchange for a reward or to avoid punishment.

"Sexual harassment creates confusion, blurring the lines between the professional world and the personal world. The harasser introduces and forces the personal element into what should be a sex-neutral situation," the researchers explain.

As a practical, hands-on, I-know-it-when-I-see-it definition for administrators in charge of redressing campus sexual harassment, apply the following litmus test: ask yourself, *how would I feel if this incident happened to my daughter/mother/wife?*

Not Treated With Respect

Among women respondents who had been harassed, 15.1%, had far more negative views of their colleagues, administration and campus climate than the nonharassed women.

One in five of these women strongly agreed that "people here don't treat each other with enough respect," compared with only one in 20 of the nonharassed women, who were much more likely to strongly disagree with that statement.

Harassed women are much more likely to hold negative views of institutional norms toward respect for others, fairness toward women and manner in which the campus administration operates.

When asked whether "women are treated fairly" at their school, harassed women were more than four times as likely to strongly disagree and only half as likely to agree as non harassed women.

Administrators Don't Act in Good Faith

Perceptions about whether "administrators act in good faith" correlated with harassment experience: Harassed women were much less likely to believe that administrators act in good faith.

Harassed women reported less overall job satisfaction, and more stress related to subtle discrimination, colleagues and institutional procedures. Asked if they would still choose to be college professors if they could begin again, they were more likely to say no. They were also more likely to consider leaving academe for a new job.

The harassed women were also less likely to positively evaluate their visibility for faculty jobs at other schools, "which may ultimately lead them to feel trapped in an institution with colleagues they neither respect nor with whom they enjoy interacting," the researchers say.

"These findings clearly suggest that harassment fundamentally alters the way a woman faculty member views the institutional climate. Harassed women

In A Nutshell

Surveying the largest sample of women faculty ever to be asked about sexual harassment, the Dey, Sax & Korn study offers the most solid data on faculty sexual harassment available to date, debunking some myths. They used regressions to control for other factors, finding:

- Women faculty most likely to be harassed:
  - In public universities
  - At highly selective schools
  - At campuses with few women colleagues
  - In fine arts, English, ag, engineering
- Women faculty least likely to be harassed:
  - At Catholic four year colleges
  - At women's colleges
  - In math, physical sciences, health fields
  - Married rather than single
- Women of color are no more or less likely than their white colleagues to be harassed.
- Rates of harassment complaints may vary with awareness levels. For example, those in women's studies reported more harassment.

are much more likely to hold negative views of institutional norms toward respect for others, fairness toward women, and manner in which the campus administration operates."

While this relationship is disturbing, it is important to acknowledge. The researchers note that "such differences will likely lead to further negative outcomes as time passes and these negative views influence the way future institutional events are interpreted."

How to Reduce Harassment

Those at schools with more women faculty were less likely to report harassment. The increased presence and visibility of women on campus "may help change the nature of an institution," making it "less likely to accept that sexual harassment has to be part of the academy."

Because the definition of sexual harassment remains unclear to many, schools should also work harder to define and communicate appropriate standards of behavior, the researchers advise. Making sure people "get it" will help eliminate incidents resulting from ignorance by the offender, feigned or genuine, of what is harassment.

Harassment Costs Productivity

The researchers emphasize that their study shows "a broad range of outcomes related to sexual harassment" with generalized effects far more pervasive than specific, due to changes in victims' perceptions and subjective experience.

In other words, if workers are less relaxed, less confident and less trusting, they will be less collegial, less loyal and less productive, not to mention less happy. These effects come at a substantial cost not only to the employee's career but to the institution as well.

To avoid them, Dey, Sax and Korn recommend campus administrators take a pro-active stance on harassment. "In addition to dealing with the specifics of each sexual harassment episode, members of the campus community need to pay careful attention to issues of campus climate in order to avoid reinforcing the nature–and message–inherent in the initial event."

JH

NEWSWATCH

Sex Bias at San Jose State Costs Taxpayers $328,000

Sex discrimination against former associate athletic director Mary M. Zimmerman at San Jose State University recently cost the California State University system $328,000 in an out-of-court settlement, according to the *Chronicle of Higher Education*, June 1, 1994.

Zimmerman was fired in 1991 for advocating gender equity in the school's athletic program. At the time, the 29% of the school's athletes who were women received 27% of the athletic budget, although the student body was 51% women. Her 1993 lawsuit for $1.2 million was filed with the California chapter of the National Organization of Women.

"Prepare for a Woman," Judge Tells The Citadel

During the trial challenging the Citadel's status as the only all-male military college of South Carolina, U.S. District Judge C. Weston Houck warned that the school had better be making plans to admit its first woman cadet come fall.

Shannon Faulkner, who has been attending classes there since January but lives off-campus and is not allowed to march as a cadet, may win her court case for sex discrimination against the 151-year-old school. In that case, the school must be ready with a plan to house, clothe and feed her, the judge said, giving them 30 days to make a plan.

"It could become a reality on the last day of August," Judge Houck said, or "It could become a reality never. The magnitude of the situation mandates some plans be made," according to the *Wisconsin State Journal*, May 24 and May 28, 1994.

No Love Lost for Ohio State Athlete

Rejecting sexual advances by the former head coach of the women's track team cost former team member Denise Klemencic a chance to train with and help coach the team, she says in a suit recently filed against the Ohio State University. The school's lawyer says the coach was reprimanded for misconduct in 1991 and has since left the school.

New Group Opposes Ban on Campus Relationships

Concerned with the "cartoon caricatures of professor as predatory lecher and the student as an innocent victim," a group of academics is defending the idea of consent in sexual relationships. Led by Barry M. Dank, professor of sociology at the University of California at Long Beach, Consenting Academics for Sexual Equity (CASE) resents the "inappropriate intrusion" by the "institutionalized hierarchy" in linking asymmetric power relationships to sexual harassment.

While agreeing that student-professor relationships occurring while a class is ongoing are "often fraught with potential difficulties," they find it "inappropriate for authority to coercively repress such relationships."

Dank says the group was inspired by a panel at the National Conference for Ethics in America in March. He said four women panelists "protested against the attack on their ability to give consent in the context of an asymmetric relationship." Contact Dank: CASE@BEACH1.CSULB.EDU.

Diversity Takes a New Twist

Not only are gays and lesbians tolerated at Northeastern University (MA), they are now being especially sought out to create a more diverse campus community.

While some applaud the new policy of giving them preference in hiring, others call it a dangerous mistake that violates the spirit of affirmative action. And there are those who for religious or political reasons oppose the whole idea, but fear speaking out and being tagged bigots.

The change came about in March, when trustees expanded the list of underrepresented groups thay want the school to actively recruit to include veterans, those with disabilities and those openly gay, according to *The Chronicle of Higher Education*, June 8, 1994.

Gender Equity: Not Just for Athletics Anymore... Or Ever

From a presentation by Attorney Dennis Black, Dean of Students at SUNY - Buffalo at the 4th National Conference on the Advancement of Student Diversity in 1993.

Title IX has received the most attention in providing equal opportunities in sports for females and males. But it's much more, a wide-ranging law governing all areas of a school, and it's here to stay.

Passed as part of the Educational Amendments of 1972, Title IX prohibits discrimination in education or its programs and services on the basis of sex. It sounds so simple, but 22 years later many schools still understand little about its intentions or ramifications, and do not fully comply with it.

Women on campus are particularly touched by Title IX, both as employees and as policy makers.

All students are constantly subject to Title IX guidelines, from the moment a potential student fills out an application form until graduation day.

Ultimately Title IX will be used whenever there's inequity on campus that involves gender.

Admissions

Title IX prohibits discrimination in admissions. An institution cannot ask an applicant, for example, whether or not they are married, nor use marital status as a criteria for admission. Different criteria cannot be used for men than for women.

Admissions Tests

Title IX dictates that standardized admissions tests used for admission and placement cannot be biased on the basis of gender. The jury is still out on whether specific tests favor men or women.

Housing

Title IX does not require co-educational housing on campuses. But it does require that equal facilities be available for both sexes. If the men's residence halls have a gym and other recreational facilities in the basement, for example, so must the women's.

Financial Aid

Overall, financial opportunities must be equal for women and men. What about scholarships that say, "Acme Motors donates $5,000 for a deserving female from Cook County?" Making funds from this scholarship available only to women is *not* against Title IX. But the word "deserving" means that if the Cook County scholarship provides $5,000 to a deserving female student, then an equally deserving male student must also be provided with a $5,000 scholarship. It does not matter where the money comes from.

Courses

Title IX requires equal opportunity for students in the classroom. Specific courses cannot be designated for one gender over another, nor can one gender be given preference in admission to a specific course. Title IX even provides for the rare legal exceptions.

For example, if a chorus class is divided by vocal range, it will be divided de facto by sex. But each group must have equal opportunities. The section of sopranos and altos must have the same class time, equipment and performance opportunities as that of tenors and basses.

Counseling and Health Care

Here, too, equal opportunity is the key. Many university health services used to exclude care for pregnancy, for example, because it is expensive. Under Title IX, this is no longer legal.

Employment

Although many believe Title IX only applies to opportunities for students, it governs all employment by the school, including students, faculty and staff. It's important for women employees to understand that Title IX provides one more defense against discrimination and harassment in the workplace — along with Title VII, other federal and state laws, and institutional sexual harassment and discrimination laws.

"But This Doesn't Apply to Me"

Many administrators think that Title IX doesn't apply to their school – or at least not to all aspects and departments. But in fact, precedent-setting court cases and the 1988 Civil Rights Restoration Act have clarified that Title IX must be enforced at any school that receives any federal funding whatsoever. And it can be as indirect as students paying tuition with government-backed loans.

Further, the entire institution is subject to Title IX, not just units that accept direct federal funding. Schools found in non compliance with Title IX face strict sanctions, including loss of all federal funds, and legal judgments of monitary damages.

What to Do

A university employee can follow several paths to claim a Title IX violation. It can be a violation against yourself, such as being dismissed from a job on the basis of gender, or a violation taking place anywhere in the university, not even affecting you. Employees can file a Title IX complaint with their individual campus or with the US government, and file a lawsuit.

In addition, the United States Constitution, which guarantees "equal protection under the law," has been used successfully to argue for sex equity.

Get Used To It

As much as some campus administrators wish it, Title IX is not going away. Like the Civil Rights Act of 1964 and Title VII governing equal opportunity in employment, Title IX is here to stay.

It is important that all areas of a school work together to understand both the law's intent and implementation. Many schools view their Title IX coordinator as a "Title IX Czar," where some bring complaints and the "Wizard of Title IX" fixes them.

This negative approach eventually backfires. Title IX is an ongoing process, requiring dedication and understanding of the concepts of fairness and equality. It won't work to view Title IX as a fad. Ultimately Title IX will be used whenever there's inequity on campus that involves gender.

A videotape of Dennis Black's presentation is available for $79 plus $7 S & H from Collegiate Conferences, 4200 University Avenue, Madison WI 53705, (800) 206-4805.

RESEARCH BRIEFS

Instructors Trying to Relate Can Make It Uncomfortable

When instructors try to get closer to students, women are more likely than men to get uncomfortable and to consider the actions inappropriate, according to a study.

A survey of 354 students aged 18-45 showed that women students rated 12 of the 19 behaviors less appropriate than did men students, and they were less comfortable than men students with 14 of the 19.

Behaviors included touches on the arm, congratulatory hugs, invitations for a drink or lunch or dinner, and inquiries about the students' dating and other interests.

Most significant differences between the sexes involved physical "territorial violations" of women's space, especially of older women students, who were more comfortable with social invitations but less so with personal inquiries.

Researcher Rick Garlick of DePaul University differentiated also between how students think about a behavior, and how they feel about it; they may say to themselves, "I know he only touched my arm, but somehow it really creeps me out."

The research shows teachers inadvertently may violate students' privacy and cause discomfort.

– *Sex Roles*, January 1994.

Women Do Aggression Differently, Researcher Says

Research on aggression usually measures physical aggression, such as schoolyard bullying, and show men to be more aggressive. But being weaker physically, women are far more likely to learn to use indirect aggressive strategies to resolve conflicts and achieve goals.

Kaj Bjorkqvist, of Abo Akadami University, says women learn early in life to avoid physical aggression, choosing covert, indirect strategies.

Studying 11- and 15-year-old girls, Bjorkqvist found their use of indirect aggression varied directly with their social smarts, and negatively with their empathy.

Studies of indirect aggression in other cultures show it is used more frequently by women than by men, and also among female primates.

– *Sex Roles*, February 1994.

Wage Differences Affect Satisfaction, Productivity

Many studies have shown a positive correlation between job satisfaction and productivity for academics. Do issues such as wage inequity also affect productivity?

Yes, say Jeffrey Pfeffer of Stanford and Nancy Langton of the University of British Columbia.

Using a nationwide sample of more than 1,700 responses from faculty in more than 600 departments of 10 or more, they found that faculty in departments with more widely varying salaries were less satisfied with their jobs, less productive and less likely to collaborate on research.

The effect was reduced in departments with a highly developed scientific paradigm or those where the basis for salary levels was well understood and widely viewed as fair.

"Salary dispersion is more readily tolerated when it is produced by an equitable system of allocation, but people still prefer salaries that are less closely tied to either experience or research productivity," the researchers say.

Satisfaction was also positively related to salary level, length of service at the school, the amount of social contact with colleagues in the field, being at a high-quality school, and holding a chairship or other administrative position. Faculty in autocratically governed departments were less satisfied.

– *Administrative Science Quarterly*, September 1993.

Male Administrators Less Likely to Handle Harassment Complaints By the Book

Administrators of both sexes are equally capable of recognizing sexual harassment behaviors, but males are less likely to follow organizational rules for dealing with it, according to a study.

Researchers Sue Ann Gehlauf and Paula Popovich of Ohio University surveyed 95 women and 99 men administrators and chairs at a mid-sized midwest university on six harassment complaint scenarios .

Five-point scales measured their perception of the complaint, familiarity with rules and personal agreement with harassment myths.

They found no gender differences in distinguishing between harassment based on hostile environment and that resulting in economic injury, nor based on offender's status of being a supervisor or a co-worker.

But women did accept fewer myths about harassment than men.

Researchers speculated gender differences resulted from women administrators being more "rule conscious" or from women being more familiar with means of resolving harassment complaints.

Or more sensitive or equitable?

– *Research in Higher Education*, June 1994.

Women Adapt More to Others' Negative Evaluations

Cultural conditioning makes women more responsive to negative feedback, while men tend to discount negative evaluations of themselves, according to a study of 60 Stanford psych undergraduates.

Thirty students of each sex gave speeches on issues they felt strongly about, either abortion or capital punishment, and received ratings for persuasiveness, effectiveness and intelligence.

After others' evaluations, the women students were more likely to change their self-evaluations to agree with others.

Researchers attributed the gender differences to boys being more used to receiving negative feedback, based on their behavior rather than abilities, so they learn to discount negative evaluations.

Variations were not due to women having less self-confidence.

Responses by both sexes can work. For women, it "may be a very adaptive strategy to lead women to modify their behavior and improve their performance over time," being more permeable and adaptable to advisors' wishes.

For men, being impermeable may be a better strategy in sports competition, when self-confidence and being unresponsive to others' opinions is important, according to researchers Tomi-Ann Roberts of Colorado College and Susan Nolen Hoeksema of Stanford.

– *Psychology of Women Quarterly*, June 1994.

THE LAST LAUGH

And the Winners Are...

Earlier this spring, readers had an opportunity to apply for support from *WIHE* in conducting research using subscribers as subjects.

Two proposals were selected to participate.

Elaine K. Miller, associate professor of Spanish and women's studies at SUNY at Brockport, is interested in the gender imagery in editorial cartoons, specifically those relating to First Lady Hillary Rodham Clinton.

Look for editorial cartoons, questions about how you feel about her and the cartoons, and the gender messages the cartoons send to readers.

Barbara Brown Packer, former assistant dean of academic affairs at Lasell College (MA), is interested in the stages of gender equity development on college campuses. *WIHE* featured her preliminary research on the subject covering women professors in research universities in June's issue: "Revolving Doors or Swiss Cheese in the Sacred Grove?"

She will pursue this hypothesis considering institutional type and the role of the respondents.

Look for their surveys in future issues of *WIHE*.

Now That's a Party

Recently five of us got together here in Madison to celebrate our 50th birthday on the average date.

An advertised event was readings from these selections. (Trivia question: Which one is for real?)

- "When I Am an Old Woman I Shall Wear Purple... Or Nothing"
- "Still Crazy After All These Years"
- "Creative Sexual Practices for Those Over 50"
- "Growing Old Disgracefully: New Ideas for Getting the Most from Life"
- "Megatrends for Wild Women Who Ain't Blue"

Reflections on a Birdcage

In the June issue, we reprinted a passage from Marilyn Frye's book, ***The Politics of Reality***.

She likened the constraints of oppression that surround women and prevent them from achieving to the wires in a birdcage: Each is no problem individually, but together they are a formidable barrier to women's advancement.

Like a professor rushing to finish a lecture at the bell, we had no time or space for discussion.

This being a new period, we have a chance to reflect on the dilemma, and now offer a solution that proved successful 25 years ago.

Usually a happy person, I found myself in a sad state of depression on my 25th birthday.

Finding no help from a sampling of drugs and therapy, I decided to apply my father's solution to almost everything: Get organized, and make a list.

So I listed all the things that were contributing to my birdcage, or blues or funk or depression or whatever one wants to call it.

It's hard to remember precisely what they all were 25 years later, but I recall a few of the dozen or so that had me in irons: my cat had developed an abscess, I lost my favorite pair of shorts, my husband had suddenly moved out saying there was no love left, my job as a university administrator was in jeopardy for my not kowtowing to the old boy's network, my crazy landlord was objecting to where I parked my bicycle and similar complaints.

But as I recall the situation, there was a final straw. My mother, the one person in the world whom I counted on to really know me, had sent me the kind of birthday present one would get by opening a new bank accout: an osterizer.

Not being interested in cooking except to consume the final product, I expected in my newly separated state to never again enter the kitchen. This impersonal, useless present from the one closest to me was devastating.

Having made the list, I then considered each individual item, like each wire in a birdcage, and decided what to do about each one. Take the cat to the vet, buy new shorts, forget him, ask my mother how she happened to select that particular gift (she DID get it from a bank), and on down the list.

Then I laughed at myself, considering the ridiculousness of allowing any one of these petty annoyances to drive me to the brink of despair. And I resolved to make a plan to do what I could about some of them, and ignore the rest.

I still miss the shorts.

MDW

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WOMEN IN HIGHER EDUCATION
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'Stained Glass Ceiling' Challenges Women in Catholic Schools

It was quiet subversion, a group of about 200 women working in 80 Catholic institutions of higher education, swapping ideas and encouragement to improve the status of women in their traditionally patriarchal campus environments.

At Loyola University of Chicago last month, the second conference of the new National Association for Women in Catholic Higher Education (NAWCHE) met to reclaim respect for the past contributions by women religious, and shape the future of women in Catholic higher education.

Never have so many women named Mary assembled, a product of their ages and their faith.

Claiming the Past

Women religious have been stereotyped as toiling in obscurity for centuries. In reality, they "developed creative strategies to become more independent of bishops, spiritual directors and the male branches of their respective congregations," according to Florence Deacon, of Cardinal Stritch College in Milwaukee.

Her research on early sisterhoods in Wisconsin showed the needs of immigrant Catholics in the early 19th century demanded the sisters' individual talents and skills, and gave mothers superior a source of power in conflicts with bishops or clergy.

She notes: "By 1900, mothers superior might be responsible for the well-being and ministry of over 2,000 members, real estate worth over $600,000 or investments of $150,000. They were CEOs in all but name, and the essential services sisters performed made them valued partners of bishops and priests."

Keeping Women in Math, Sciences

According to Kelli J. Armstrong, PhD candidate in education at Boston College who studied women in the 1993 freshman class, there is evidence of "a negative relationship between students raised in traditional Catholic environments and persistence in the math and science fields." Introducing role models and advising in math and science early in the college experience can increase persistence.

Any solutions, say Kathy Vargas and Janet Kerner of St. John's University in Jamaica NY, must consider both a lack of relevant courses girls take in high school, and the view many women have that careers in math and sciences are "antisocial in nature," that increase "leakage in the pipeline."

Solutions are exposing students to the challenges of science and technology, and showing how they help solve human problems, and making role models and mentors readily accessible.

Non-Religious Leaders

Lay women now lead more Catholic schools. From 1986 to 1990, the percentage of women religious presidents dropped from 35% of all women presidents to 25%. Only 8% of the new appointments were women religious.

The change is happening by the design of the orders, and by the necessity of the colleges. Lucy Morros, president of Barat College IL, offered ideas to preserve the founding spirit and rich heritage.

Vigilantly maintain the number of religious representing the founding congregation on the board, as set in by-laws, and orient all new board members on the history, tradition and role of the congregation. Tap into alumni who provide the school's oral history and make fine mentors.

Involve the congregation by inviting a member to

Tough Questions Answered

• *"How do you remain true to yourself, impact the institution and do the job you're paid to do, without being co-opted by the structures that are inherently hierarchical and patriarchal?"*

Create alternative communities within the institution, such as Women's Studies programs or departments led by women on campus.

(Marilyn Frye, in ***Willful Virgin***, says people who believe in equity and women's rights can conscientiously hold and use their positions within the establishment if they are "simultaneously cultivating skills, attitudes, identity and an alternative community," so that eventually they can function without their positions, and meanwhile stay honest.)

• *"As women, how can we be role models for our women students to remain in Jesuit/Catholic schools when they see women marginalized there?"*

We have a duty to teach our women students to be critical consumers of knowledge, and reach their own conclusions. One said,"Our mothers didn't defeat the dragon, but they made sure we'd live through their fire breath."

• *Why not just leave? Wouldn't you be happier away from ecclesiastical ties?*

One woman quoted: "Why should I leave, and leave them [men] all the churches and schools and great works of art" that women helped create over the centuries?

In the Biblical reference "The lion shall lie down with the lamb," nobody mentions how much sleep the lamb got.

serve on the president's cabinate to focus on mission integration. Help faculty and students stay connected to the school's tradition and spirit through orientations, workshops and activities that focus on the school's mission. Link students to national networks for summer or service projects. Cancel classes for all-school events to emphasize core values. And look to similar schools for ideas.

Of Lions and Lambs

Patricia Mc Guire, president of Trinity College in Washington DC, noted that in the Biblical reference, "The lion shall lie down with the lamb," nobody mentions how much sleep the lamb got.

She called on the group to become powerful lambs, to assure that "there shall be no sleep for the lions. The last thing we need is lambs huddled together bleating in the field, too scared to go to the edge and bring back their lost ones."

Catholic higher education is now a diverse environment serving adult learners, people of color and those of different faiths, Mc Guire noted. (An estimated 25% of the conference participants were not Catholic.) "The model of the last 125 years just doesn't work very well."

Future leaders in Catholic higher education must balance strong constitutions with prudent recklessness, restore belief that faith and culture can be balanced and rescue a crumbling infrastructure.

Asserting that there is "more caution than creativity and more foreboding than freedom" in Catholic higher education today, she asked, "If we keep heading in the same direction, who's going to want the leadership jobs? And if you want the job, doesn't that mean you're too dangerous to have it?"

Transformational changes must occur within the schools, she warned, requiring passionate leadership and vision by those who must be aggressively faithful, and those leaders are likely to be women. "With women heading Duke University and the University of Pennsylvania, how long will it be before a woman sits in the president's office at Notre Dame?" she asked.

To do this, leaders must "talk like a scholar and think like a gambler," she said with tongue in cheek. "Know every student by their first name, talk with the gardener, and never be seen as controlling, decisive, vacillating, angry or tired."

Future leaders will hold positions throughout their schools, "not at the top of pyramids but at the center and edges of interlocking circles."

Mc Guire urged women in Catholic schools to keep their credibility, not by playing the role of outsiders or victims or by being silent, but by "finding ways to be at the table and speak up, creating change from within."

The goal is to help women be the best they can be, she reminded. "We are educating the next generation of leaders."

Mc Guire said she wants to be remembered for "insuring that there shall be no sleep for the lions."

WHAT SHOULD SHE DO?

(Ed note: Being a woman in higher education, you are constantly being tested. As in the fairy tale where the heroine gets either the prize or death, your actions can either accelerate or axe your career. A WIHE subscriber described the scenario below, and asked for advice.)

No Fury Like a Man Scorned?

As a professor and writer, Martha Scott had a long-standing professional relationship with the male director of a research project on the other side of the country. Frequently she did assignments and critiques, and has contracted to edit the final report.

Over the years, their relationship became more personal (not intimate), which she expected would help gain his special support for this and other projects she hoped to be doing for him. In the course of their communication, he confided that he was going through a divorce, and asked her to fix him up with a mutual female colleague.

Professor Scott was appalled, told him the request was totally inappropriate, and flatly refused his request.

At that point, he became hostile, refusing to acknowledge or pay her for services already rendered, ignoring her emotional letters of frustration and bills, even standing her and others up at a group dinner meeting in another city. He also began harassing and threatening her with very unprofessional e-mail messages.

She wants to get paid for her services and end the harassment and threats, while preserving their professional relationship. What should she do?

*Readers are invited to send their suggestions by August 15 to **Women in Higher Education**, 1934 Monroe St., Madison WI 53711, call (608) 251-3232 or FAX at (608) 284-0601. Responses will appear in the September issue.*

WOMEN IN HIGHER EDUCATION

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PROFILE **Barbara M. Taliaferro, Assistant to the President for Human Diversity**
Kutztown University, Kutztown PA

"We're no longer an appendage out there."

Time was when affirmative action officers were the fall guys, responsible for creating and maintaining gender and racial diversity on campus.

But now administrators, faculty, staff and students share the responsibility for diversity, and it's not a single line on one person's job description.

"I am a mirror," explains Barbara Taliaferro, "helping others see the 'isms' in situations that might otherwise be invisible: sexism, racism, unconscious favoritism toward the familiar over the new and the proven over the experimental."

Some on campus would be more comfortable if she separated her roles as a women and as a black, but she sees the two as linked. "I'm not an onion, where you can peel away the layers," she says.

A counselor by training, she combines skills of therapist, organizer, grant writer and visionary to create and lead her Department of Human Diversity at Kutztown. "Weaving a path between the world of higher education and the forces of discontent to change it faster than it is willing, is what it is all about," she says.

If that old lady can do it, so can I.
- Barbara Taliaferro's classmates

Protecting her is a "suit of armor" she calls her spiritual center, an attitude "I'm OK, you're OK; if we have problems, this too shall pass," she says.

As the only woman on President David McFarland's cabinet of six administrators, Taliaferro could lose her voice were it not for her high level of energy and commitment. Her strategy of "leadership from the rear" means, "I see forward. Then we work out the details of how to get there."

Breaks Tradition

Taliaferro is a product of the 1960s, the overly protected only child who moved directly from life with Mom and Dad to marriage and family.

"My mother was a college graduate herself, but when they came North, racism prevented her from getting a teaching job, even with a teaching degree," she recalls. As a youngster, Taliaferro recalls her mother wanted to protect her from suffering the same disappointment, so she didn't encourage her only daughter to enter college.

But after she became a single parent, Taliaferro decided self-sufficiency and education were important roles to model to her children, so with Mom's support she entered Muhlenberg College (PA), earning a bachelor's degree in 1975.

Move to Higher Education

How does a community therapist wind up in the president's office? In 1988, a woman graduate student in the counseling program at Kutztown called to say, "There's a job in the paper with your name on it," coordinator of minority affairs at Kutztown University.Although it was a professional stretch, Taliaferro decided to go for it .

Providing support services to women and minority students and staff, she got the attention of the University's new president Mc Farland, who in 1990 elevated her to interim assistant to the president. Two years later, "interim" was removed.

Encountering the inevitable died-in-the-wool sexists and racists on campus who refuse to recognize the changing world only reaffirms her advocacy role, she says. "There will always be those who think the girls should make the coffee. I don't get angry, I enlighten, using those as teaching moments."

Moving from the touchy-feely world of counseling to the sometimes less than hospitable world of higher education has been an adjustment.

Taliaferro recognizes that credibility on campus comes by degrees, so she is "plugging away at a PhD, three credits a semester. It takes savvy, discipline and insane fortitude to stay with it, and I refuse to risk life and limb, but I feel I need that degree to open doors," she says.

Working with deans and chairs of search committees to provide training in gender equity and establish hiring goals and timelines, she says, "I want affirmative action to be the bigger box, all other things being equal."

Dance of the Dollar

Encouraging the hiring of women and minorities in academic and staff positions is made more difficult by Kutztown University's location close to large urban Reading and Allentown.

It's tempting to pick up local talent, who tend to be white males, for part-time and temporary positions, she says, and who have an inside track if the positions later become full-time and permanent.

Exacerbating the problem is the union, which opposes hiring PhDs at the instructor level. "And you cannot get qualified women and women of color at the old prices," Taliaferro notes. "If they have something on the ball, they go for top dollar," and some oppose paying for quality and diversity.

Sisterly Advice

"Women have not yet learned how to assert themselves and toot their own horns," Taliaferro says. "We're still so happy that they want us that we haven't learned their strategy to play the game, bartering for salary and other things."

Nor is being superwoman the answer, she asserts, because it doesn't model the right behavior for students. "We have to learn to delegate, both at home and on campus. I have become a model for other students in my classes, who say to themselves 'If that old lady can do it, so can I.'"

Recent accomplishments include extra funds for the women's and the minority centers on campus. "We have more women students than men," she explains, so of course the new Women's Center should be one of the better funded in the system. "And I have just put in a bid for more space. We are currently in a broom closet."

In her career, Taliaferro feels "professionally content but aware of the underlying discontent in the institution and its inability to change faster than it can."

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Of Pink Collars and Pink Slips

The recession may be over, but the news hasn't reached colleges and universities, many of which are planning a new round of layoffs and hiring freezes to balance tight budgets. Although such belt-tightening strategies are not designed to single out women, often they seem to have that effect.

Cuts in Departments, Tenured Positions

Mary Frazier Davis, associate director of career planning and placement for the Harvard Graduate School of Education, notes that schools tend to cut "frills" programs that are heavily populated by women, such as dance, education and art.

Cuts also affect limited term positions often held by women. "Soft money" jobs tied to a program or grant are the first to go in a budget crunch.

She also sees schools filling previously tenured positions with adjunct professors or lecturers. "New post-docs, or women who are geographically bound by a working spouse, will often take *anything* with the secret hope that it will develop into a tenure-track position, but it almost never does," she says.

If the top people aren't replaced, often the women lower down are expected to pick up the slack.

To get a foot in the door, women academics may take on multiple jobs, teaching part time at several schools, being a part-time program director, attending lots of conferences, writing for grants. As a result, "they're exhausted all the time and can't perform at their best in any area," and may hurt future chances for jobs, Davis notes.

At the University of California system, a budget strategy offering extra incentives caused almost 1,000 professors to take early retirement last month. The strategy may open many more faculty positions to talented new women scholars.

Cuts in Administration

Some critics blame bloated administrations for the steep rise in the cost of higher education, and advocate making the deepest cuts there.

Stanford has laid off about 280 staff workers and administrators since 1990, and expects 100 more layoffs over the next three years, according to the Chronicle of *Higher Education* (May 4, 1994). Provost Condoleezza Rice predicts most cuts in Stanford's middle and upper management, sparing academic programs. "The tendency has been for institutions to cut across the board, but we are really trying to make some strategic changes," she says.

Texas A & M is restructuring under the new president. "Increased efficiency and productivity, not just budget cutting, would be the goal," says Patricia Johnson, associate director for Career Education. "We're looking at cross-training and sharing jobs, not layoffs."

But Be Careful How It's Done

Even the best-intended restructuring and retrenchment can backfire, leading to reduced productivity and low morale. This is especially true for women, who tend to hold the staff and assistant jobs, the positions which ultimately get the work done. If top people aren't replaced, often the women lower down are expected to pick up the slack.

Rochelle Gale, a part time design specialist with no benefits or job security at a large university, had this experience when she was given the greater responsibilities of the design director after he retired. Her request for reclassification to reflect the changes in her job responsibilities was denied.

Her response: reduced commitment to her work. "I just don't take this job as seriously any more, since they obviously don't think what I do is very important."

Afraid to Protest

Layoffs and freezes also complicate demands for job equity, as employees fear making waves.

A senior administrator at a public college, for example, received a 2% raise when her peers got 6% to 10%. The president told her, "I could hire someone younger for much less than we pay you."

She's reluctant to file an age discrimination complaint because "People would think, 'she makes $60,000; what's she complaining about'" Like the design specialist, she's putting up and shutting up, but "I'm sure not going to work as hard any more."

Show Appreciation, Keep Morale High

During these stressful situations, the remaining employees who must do more with less deserve support and appreciation.

Money, in the form of a raise or promotion, is the loudest form of thanks if it can be squeezed out. But don't underestimate a letter of praise or thanks, a lunch, or even a bouquet of flowers. It needn't cost a lot to let someone know they're valued.

Creative Alternatives

Some schools trimmed in other areas. Middle Tennessee State University froze pay, equipment budgets and reclass requests for two years. Eliminating out-of-state travel for one year saved $1.5 million, says Ramona Taylor, director of university resources.

(Taylor notes with a laugh that the travel freeze affected at least one woman, namely her, because her plans to attend the summer HERS institute at Bryn Mawr had to be postponed to next year.)

Stay Visible, Be Creative

Women with doubtful job security should avoid committing themselves to one institution, advises Mary Frazier Davis. Instead, focus on networking and publishing and being visible."

This may be a good time to develop other niches, she suggests, such as editing a journal, directing a program, consulting, or collaborating with more established colleagues.

"We really have a lot of creative career options," Davis says. "Women have a history of being resilient, so adversity brings out creativity as women reconsider their options and look at other career paths, not just what society views as the correct path." ☛

JH

CAREER CONNECTIONS

To assure that the pool of candidates for positions on your campus includes qualified women, alert your school's human resources department and chairs of search committees to this new resource to reach women.

For additional information on how to reach 9,500 women administrators and faculty each month for just $230, call Chris Carman at (608) 251-3232. Deadline is the 20th of the month.

ASSISTANT DEAN FOR RESEARCH

University of Wisconsin-Whitewater

One of 26 campuses in the University of Wisconsin System, the University of Wisconsin-Whitewater is a premier comprehensive university. It has an enrollment of more than 10,500 students in 43 undergraduate and 13 graduate programs in the four Colleges of The Arts, Business and Economics, Education and Letters and Sciences with 1,035 faculty, academic and classified staff members.

Located in the scenic Kettle Moraine area of southwestern Wisconsin, UW-Whitewater is a regional cultural and resource center within convenient driving distance to Madison, Milwaukee and Chicago.

Responsibilities

The Assistant Dean for Research is responsible for helping faculty and staff obtain sponsored support for their projects and for encouraging research and other scholarly and creative activities. Related activities include matching faculty interests with appropriate funding sources, reviewing and disseminating funding source information, assisting individuals with planning and developing their proposals, conducting in-house training on proposal writing, overseeing governmental compliance issues, and occasionally preparing proposals for funding institution-wade projects and programs. In addition, the Assistant Dean will teach one course per term in an appropriate discipline.

Qualifications

A Ph.D. or equivalent, at last three years of experience in higher education, and a record of successful grant acquisition are required. Experience in grants administration is helpful. Excellent oral, written and interpersonal communication skills are mandatory. Computing skills, experience with databases, and familiarity with funding sources are preferred.

Appointment and Salary

The position of Assistant Dean for Research is a 12 month annual appointment with an anticipated starting date of January 1, 1995. The salary range is competitive and dependent upon qualifications and experience.

Application

A complete application consists of a letter of application; a resume; copies of transcripts; and the names, addresses and telephone numbers of three references. The letter of application should include an indication of how the qualifications are met, a strategy for increasing the quality and success of proposals submitted for sponsored support, and a position statement on the importance of research and other scholarly activities at a public comprehensive university. The names of all applicants who have not requested confidentiality and the names of all finalists will be released upon request. All application materials are to be sent to:

Larry W. Davis, Dean
School of Graduate Studies
UW-Whitewater
Whitewater WI 53190
Phone (414) 472-1006

Deadline

The deadline for receipt of all application materials is September 1, 1994.

UW-Whitewater is an equal opportunity employer with an affirmative action plan. Women, members of minority groups, persons with disabilities and Vietnam-era veterans are encouraged to apply.

Clarion University of Pennsylvania

Director of Planned Giving & Major Gifts
Director of Corporate and Foundation Relations

Clarion University of Pennsylvania invites nominations and applications for the positions of Director of Planned Giving g and Major Gifts, and Director of Corporate and Foundation Relations. Founded in 1867, Clarion is one of fourteen comprehensive public Universities in the State System of Higher Education. The University enrolls 5,900 students at its two campuses, in Clarion and neighboring Oil City. Centrally located two hours from Pittsburgh, Erie and Cleveland, Clarion is located in scenic western Pennsylvania. Committed to offering a substantial general education core and making the latest technology available to its students, Clarion University offers associate, undergraduate and graduate degrees.

Director of Planned Giving and Major Gifts

Responsibilities: The Director of Planned Giving and Major Gifts reports directly to the vice president for university advancement. The director's primary responsibility will be to develop, implement and monitor a Planned Giving Program and to cultivate, secure and acknowledge major gifts to the Clarion University Foundation.

Qualifications: Clarion University seeks and individual with three to five years experience and success in securing planned and major gifts. The individual must possess skills in administering a bequest, possess people skills, be innovative, creative and a self starter. A bachelor's degree is required and graduate degree is preferred. The successful candidate must evidence a commitment to affirmative action and cultural diversity. The candidate must demonstrate an understanding of a regional public University's mission within a state system and ways in which university advancement programs can serve that mission.

Director of Corporate and Foundation Relations

Responsibilities: The Director of Corporate and Foundation Relations reports directly to the vice president for university advancement. The director's primary responsibility will be for the identification, cultivation, solicitation and stewardship of corporate and foundation gift prospects.

Qualifications: Clarion University seeks and individual with three to five year's progressively responsible development experience and demonstrated success in securing gifts from corporate and foundation communities; or an equivalent combination of education and experience from which comparable knowledge and ability can be acquired. Strong communication skills and experience in writing and presenting proposals is required. A bachelor's degree is required and graduate degree is preferred. The successful candidate must evidence a commitment to affirmative action and cultural diversity. The candidate must demonstrate an understanding of a regional public University's mission within a state system and ways in which university advancement programs serve that mission.

Application and Appointment: Candidates must submit a letter of application addressing qualifications for the position and a current resume. Application materials or nominations should be addressed to: Mr. Harry E. Tripp, Vice President for University Advancement, Clarion University of Pennsylvania, Haskell House, Clarion PA 16214; Fax (814) 226-1834. Review of applications will begin on July 25, 1994, and will continue until the position is filled. Salary and benefits are competitive.

Clarion University is building a diverse academic community and encourages minorities, women Vietnam era veterans and persons with disabilities to apply. AA/EOE

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Augustana College
Dean of the College and Vice President for Academic Affairs

Augustana College, a four-year residential liberal arts institution affiliated with the Evangelical Lutheran Church in America, is seeking nominations and applications for Dean of the College and Vice President for Academic Affairs. Augustana seeks to implement a program of education in liberal arts and professional programs within a Christian context. The Dean of the College is the Chief Academic Officer and reports directly to the President. The Dean of the College is responsible for the development, evaluation, and fiscal management of all academic programs. This individual provides strong leadership for academic programs and faculty development.

QUALIFICATIONS:

Earned doctorate.
Demonstrated commitment to academic excellence as evidenced by a successful record of academic and institutional accomplishment.
The ability and commitment to energize and build consensus among the diverse constituencies within the college setting.
A professional with significant ability to manage collaboratively, administratively and fiscally in a liberal arts college.
Exceptional interpersonal, oral and written skills.

Applications should include a brief vita, a d list of three references, and a brief statement detailing your educational philosophy and year professional development goals.

All nominations and applications should be in the hands of the Search Committee prior to November 1, 1994. Nominations applications and inquiries should be directed to:

The Dean and Vice President of Academic Affairs
Search Committee
Augustana College
29th and Summit
Sioux Falls, SD 57197

Augustana College is an equal opportunity employer.

Virginia Tech
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Senior Vice President & Provost

Virginia Polytechnic Institute and State University (Virginia Tech) invites nominations and applications for the position of Senior Vice President and Provost.

Virginia Tech is the senior land-grant university in the Commonwealth of Virginia. Located in Blacksburg between the Allegheny and Blue Ridge Mountains southwest of Roanoke, the University enrolls approximately 23,000 students on the Blacksburg campus and 2,000 students off-campus in nine colleges. These include Agriculture and Life Sciences, Architecture & Urban Studies, Arts & Sciences, Business, Education, Engineering, Forestry & Wildlife Resources, Human Resources, and Veterinary Medicine. Annual research expenditures exceed $131 million.

The Senior Vice President and Provost, the chief academic officer of the University, reports to the President, supervises the University's instructional, research and extension programs, the graduate school, information systems, student affairs, and a number of academic support offices, and is responsible for developing the academic budget, for allocating and managing academic resources, for developing long-range plans, and for liaison with the State Council of Higher Education. The Senior Vice President and Provost also plays a major role in the governance of the University, in curricular development, and in the selection, promotion, and approval for tenure of the faculty. The University seeks candidates with records of high academic accomplishment, dedication to high quality undergraduate and graduate instruction, proven major administrative capabilities, and evidence of a commitment to the principles of diversity. Letters of application should include a curriculum vitae, and the names, addresses, and telephone numbers of at least three references. Review of applications will begin on August 15, 1994; however, nominations and applications may be received until a candidate is appointed. Correspondence should be addressed to: The Senior Vice President and Provost Search Committee, 321 Burruss Hall, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061-0167.

Virginia Tech has a strong commitment to the principle of diversity and, in that spirit, seeks a broad spectrum of candidates including women, minorities, and people with disabilities. Individuals with disabilities desiring accommodations in the application process should notify Lauren Martinson, Provost Search Committee Office, (703) 231-9696/University TDD (703) 231-3749 by the application deadline.

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DEAN OF THE SCHOOL OF PUBLIC HEALTH UNIVERSITY OF MICHIGAN

The University of Michigan invites applications and nominations for the position of Dean of the School of Public Health. The Dean is the chief academic and administrative officer of the School and reports to the Provost/Executive Vice President for Academic Affairs. The University enrolls approximately 36,000 students on the Ann Arbor campus. The School of Public Health, with 140 faculty members and an enrollment of about 830 students, offers both Master's and doctoral degrees. The School has long been recognized as one of the world's leading institutions of public health education and research.

Candidates for this position must have: 1) an M.D., a Ph.D. or an equivalent degree; 2) credentials commensurate with a tenured appointment in the School of Public Health; 3) administrative and managerial experience; 4) an understanding of the role of the School of Public Health in a research-oriented university; and 5) commitment to affirmative action and equal employment opportunities.

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While applications will be considered until the position is filled, we will begin formal review on September 19, 1994, anticipating completion of the search by January 31, 1995. The appointment will begin on August 1, 1995, or sooner. The University's commitment to excellence is complemented by our commitment to building a culturally diverse faculty and staff. We encourage individuals from underrepresented groups to apply.

Nominations and applications, with a detailed curriculum vita, should be sent to:

The University of Michigan

Dr. M. Anthony Schork
Chair, Search Advisory Committee
Office of the Provost
3052 Fleming Building
University of Michigan
Ann Arbor, MI 48109-1340
Phone: 313-936-1011
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NEWSWATCH

UC-Berkeley Taps Ms. Christ as VC/Provost

Deciding the best man for the job is a woman, the University of California at Berkeley promoted its provost and dean of the college of letters and sciences to fill the redefined job of vice-chancellor and provost.

Carol T. Christ, who had been instrumental in planning the school's future after state budget cuts for the last three years, will combine two jobs, overseeing all the university's academic programs as well as reviewing all faculty appointments.

Last year, nearby Stanford University named Condoleezza Rice as its first women provost.

Judge Rejects Jury's $300,000 Bias Award

Carol Peterson was assistant dean of housing at Marquette University in Milwaukee until 1992, when she quit after 12 years because the school made her working conditions intolerable, she said.

Peterson, who is 43 and Jewish, said they wanted to replace her with someone younger and Catholic. The jury agreed, awarding her almost $300,000, which was overruled by Judge Michael Barron, a Marquette University Law School grad.

Robert Sutton, Peterson's lawyer, plans to appeal. "The system is invidiously dishonest and intellectually corrupt," he says."The evidence is overwhelming, but the institution is very powerful and has great influence on the legal system."

Peterson's jury suggested more than $100,000 for back pay, which would be doubled to $200,000 because the school's discrimination was determined to be willful, plus $25,000 compensation and $70,000 in punitive damages, according to *The Wisconsin State Journal* of July 12, 1994.

Dartmouth Retaliates Against PG Employee

Although a college official says "the final shoe hasn't dropped yet" in a suit against Dartmouth's Hanover Inn, it looks like the college's image soon will be in need of polishing.

Shortly after announcing she was pregnant, Catherine Whitcomb was demoted as banquet manager. She filed a discrimination suit in 1992, and says she was fired soon after, although the college calls it a "30-day suspension."

Last month the jury found that the college had not discriminated in demoting her, but did retaliate after she filed suit, acting with "malice and reckless indifference." It recommended that Dartmouth be required to pay her $60,000 in damages; she had sued for $1.2 million based on emotional distress.

The federal district judge hearing the case has requested additional information from both sides before setting damages, which could be increased or decreased from the $60,000 advised by the jury.

Women Athletes Most Likely to Graduate

According to the NCAA, the students at Division I schools who are most likely to graduate within six years of enrollment are women athletes.

While overall graduation rates for all students are 56%, those for women students are 58%. For women student-athletes it's 67%, compared to 53% for male student-athletes.

Differences can be attributed to male athletes thinking they'll go on to professional careers, even though only a tiny percentage of them do, says Janet M. Justus, NCAA director of educational resources and coordinator for women's issues. "Women don't have that aspiration, so they concentrate on academics," she notes.

Court Upholds Woman at the Citadel

"I never doubted that one day I would win," Shannon Faulkner said after learning that U.S. District Judge C. Weston Houck told the state-supported Citadel (SC) to end its 151 years of excluding women and admit her as a cadet this fall.

Basing his decision on the equal protection clause of the 14th amendment, Judge Houck scheduled a hearing for this month to work out the details of her entry, but gave the school until fall 1995 to prepare a plan to admit other women. Citadel officials proposed giving her a crew cut and forcing her to room in the infirmary.

The Citadel planned to appeal to the 4th U.S. Circuit Court of Appeals, and also proposed setting up a parallel program for women at another school, similar to the one Mary Baldwin College developed so that the Virginia Military Institute could remain all-male. (See Mary Baldwin College article, page 8.)

Texas Tech Adds Women's Sports to End Bias

In response to a Title IX complaint of gender bias against women athletes, Texas Tech University has agreed to begin women's varsity soccer this fall, and add another women's sport next year.

The school also promised the U.S. Education Department that the proportion of women to men athletes would be within 5% of that of the student body by the year 1999, according to *The Chronicle of Higher Education* on July 6, 1994.

A Woman Athletic Administrator Or Not?

Most NCAA schools identify a senior woman administrator (SWA) as the "highest ranking female administrator involved in the conduct" of an NCAA member's intercollegiate program.

But a recent survey by the NCAA committee on women's athletics found that only a small fraction of SWA's actually have decision-making authority.

The committee will publish a list of each member schools' administrative positions, whether they are filled by women or men, and the duties of each position filled by a woman. They plan a new SWA definition in the 1996-1997 NCAA manual.

Three State Bills Seek Sports Sex Equity

A California bill provides that intercollegiate athletic programs at each community college would reflect the ratio of female and male students, and that each school form an Athletic Equity Committee.

A New York bill establishes the right of all students, regardless of sex, to have equal access to athletic opportunities in elementary and secondary schools, while a Massachusetts bill promotes gender equity in athletics.

Mary Baldwin College's Virginia Women's Institute for Leadership:

Preserving Single-Sex Schools or Just Bailing Out VMI's Boys?

When the all-woman Mary Baldwin College of Virginia offered an alternative program to provide women's quasi-military training that would enable the Virginia Military Institute (VMI) to remain all-male, the overall media reaction was negative.

Although backed by Virginia Governor L. Douglas Wilder, Mary Baldwin College's board of trustees and faculty (52-8), the plan was called "separate but equal education," "a marriage of convenience" and "becoming VMI's whore."

But Cynthia H. Tyson, President of Mary Baldwin College, sees the VMI case as a threat to single-sex education in the U.S. At stake are 84 women's colleges, she says, virtually all of which get some federal funding, even if it's only student financial aid or tax exempt status.

Her plan is a positive alternative for women, she says, and an extension of the school's record of taking big risks to support women. A pioneer in programing for the exceptionally gifted, women in prison, adult education for women and advanced teacher development, the college would again pioneer a new effort – military style leadership development for women – says President Tyson.

Pointing to VMI as an all-male military college and Virginia Polytech as a coed one, she says this plan would complete the set by offering an all-female military college to Virginia residents.

"When the state was looking for a creative option to allow VMI to remain all-male, they came to us," relates Crista Cabe, director of institutional advancement and development at the college.

"It's what we needed to do anyway, integrating our classes and extra-curriculars, to create a program demonstrating what we want our graduates to be," she notes. The VMI offer of financial support "just accelerated our plans."

A positive plan or a bailout? You be the judge.

Making History

In 1990, the U.S. Justice Department sued VMI for excluding women from the publicly funded school and won. In 1992, the 4th Circuit Court of Appeals agreed, giving the school three options: Admit women, become a private school, or set up a parallel program for women.

In fall of 1993, the state of Virginia chose the third option, submitting a plan for a leadership program for women at nearby Mary Baldwin College, a 150 year-old private women's college 30 miles away, known for innovative, almost radical programs that create women leaders. In spring of 1994, Judge Jackson Kiser agreed that the college's planned option met criteria for a parallel program.

The Virginia Women's Institute for Leadership, funded in part by an endowment from the private VMI Foundation, would offer women the advantages of a military-style leadership program in a non-adversarial environment that reinforces self-esteem and considers the physiological and psychological needs of women.

It combines the hierarchical model with the interactive one, noting that there is a time and a place for many different styles of leadership.

Virginia Women's Institute for Leadership
Adapting a military model to support women

With or without funds from the VMI Foundation, Mary Baldwin College plans to open its Virginia Women's Institute for Leadership in the fall of 1995, with a class of about 25 freshman cadets. Regular central curriculum classes will be supplemented with extra requirements.

- Academic requirements include extra courses in science, math, computers and language. Each student also does an externship. Four required courses focus on leadership topics related to communications, theory, ethics and community and a special leadership seminar.
- **Student life** aspects emphasize discipline, beginning with a one-week wilderness-style orientation before students' freshman year. While the cadets will live with fellow students, they will be clustered and face more restrictions: wearing cadet uniforms, spot inspections for neatness, mandatory study halls, Saturday seminars on leadership and higher GPA requirements.
- **Physical conditioning** will be a priority, including eight semesters in physical education and health, and ropes and ladders teamwork exercises. A course in self-defense and training in self assertiveness is required, and fitness tests each semester.

"If you're going to be a CEO, a judge, a member of congress or other leader, you've got to be able to take care of yourself physically," a college official says, noting that leaders need a healthy lifestyle.

- **Military leadership (ROTC)** programs conducted on campus by military personnel will be required for four years, with six weeks of summer camp each year, so graduates can get commissions in the armed services. While fewer than 20% of the VMI graduates opt for military commissions, ROTC is required to satisfy requirements of a parallel program.

"We... find solid evidence that an organized and disciplined environment which has its purpose the building up of self confidence through mastery of physical, intellectual and experimental challenges, is appropriate, [and] is in fact the optimum environment for the education and training of women leaders," the college notes.

Financially, it's a win-win situation for both schools. VMI gets to stay all-male, and the VMI Foundation pledged $450,000 for planning the program, with $150,000 already paid.

After all legal appeals are exhausted, the college will receive the rest of the $6.9 million VMI Foundation endowment to continue the program.

In addition, the college will receive state financial support for every Virginia resident in the program, equal to what it pays to underwrite each VMI cadet, and an allowance for military uniforms and gear.

The Next Steps

Already approved by the college faculty in general, the specific plan will come up for a faculty vote this fall. Since continued VMI Foundation funding depends on the exhaustion of all legal appeals, and the college expects appeals all the way to the Supreme Court, the college says that "probably means 1996 or 1997" for VMI funding.

Even if the courts rule it out as an alternative to VMI, the college plans to start parts of the institute in fall of 1995, raising the funds from other sources.

Survival Strategies for Women Administrators

Sometimes it's not a matter of advancement, simply survival, to balance the conflicting demands, lack of time and limited resources available to women administrators on campus.

Participants at a session at the conference of Catholic Women in Higher Education at Loyola University in July shared their ideas on how to get it all done "in jobs where the desk is never clear and the phone always rings."

Facilitator Carol Hurd Green, associate dean of the college of arts and sciences at Boston College, finds support from an Associate Deans Roundtable, a group of middle administrators from 14 institutions in the Boston area. Meeting regularly, group members share problems, solutions, and support.

Other suggestions:

1. Work late one night a week. Free from phone and personal interruptions, you can get as much done in one evening as in a whole day. And, it assures that the other four weeknights, you can walk away from it all without the slightest feeling of guilt or temptation to take anything home with you. "I never take work home," one woman stated.

2. Prioritize demands on your time. Try to separate what's really important that *you* need to do, what you can delegate, and what you can lose that nobody really cares about.

"I make it a point not to do some things until I'm asked for them twice, which shows that somebody really wants it done," one administrator explained.

Delegation is the key, another said. "If they can do it, why deprive them of the chance?"

A third described listing all the individual tasks done in her department, including answering the phone, teaching, writing the syllabi, contacting alumni, and others. By deciding who can do them most effectively, they were able to reorganize the workload and spread it more efficiently between department staff and faculty and the chair.

3. Take time to play. One administrator attributes going cross-country skiing almost every lunch time in winter to improving her mental health. If you allow yourself to burn out, you're no longer any good to anyone.

4. Become involved with other groups outside the school, sharing information on work and career with others from different kinds of schools and organization and interests. It gives you a new perspective on your own situation.

5. Go out into the community for power. By becoming a force in the community, you command more power within your own institution. And you develop skills and contacts helpful on campus.

6. Meet with new women faculty regularly, to keep them on track and help them learn the organizational culture so they can succeed, a department chair suggests.

7. Publish a newsletter each semester, to communicate vision and concerns for your unit. Getting the mesage out in black-and-white leaves little room for errors in interpretation.

8. Establish a forum for conversation with women at all levels on your campus, across all employee groups, to remove the isolation some women on campus may feel.

9. Fight to stay focused on two or three things that you really want to accomplish in your area. You can't do it all, so concentrate on what is most important to you.

Consider both personal and professional goals. The corollary is being willing to let go of those things that are peripheral to your main focus.

Refer to your school's mission statement. Ideally your priorities will contribute to the mission,so it becomes another source of support. If not, work to rewrite the mission statement so that it shows a respect for humans, not dogma or patriarchal values.

10. Choose your institution carefully. "I knew there were problems there," one administrator said. "My mistake was in thinking that the higher ups wanted to correct them." Check it out before you check in.

11. Take time to reflect on the impact of your decisions before you make them. New administrators particularly may tend to see the trees, without taking time to step back and examine their vision of the forest. For one new chair, her predecessor became a friendly mentor, helping her in this way.

12. Remain true to yourself and your values, not co-opted by patriarchal structures within the institution. Some find it important to develop their own spirituality, and to work to change the focus of the school to one of service and spirituality.

Remember that being in administration offers you a chance to make a big difference, giving you the resources and voice to turn your vision into a reality.

A few dark days and too much work are part of the price you pay for the privilege of changing the world, one little corner at a time.

How to Decipher 'The System' on Your Campus

For women looking for promotions or tenure, it's not enough to be reliable, organized and smart. Researchers say two factors greatly influence women's chances of success on campus: colleagues/ mentors and organizational climate, and it's essential to understand and adapt to them.

To help campus women evaluate their work setting, form realistic expectations, and understand work-associated behaviors, M. Carole Pistole and Pamela A. Cogdal, Department of Counseling at the University of Memphis, presented two models in *Initiatives*, Fall 1993. They call them tools to "empower women to map out the university system and take charge of their own career development."

Check Colleagues' Professional Values

To achieve your own goals, you need to understand those of your campus colleagues. They will tend toward one of two "value orientations:"

• ***Locals*** identify their professional status with the particular institution, integrating "the mission of the university, its rules, or its traditions into their view of themselves as professionals," say Pistole and Cogdal. "Essentially, this group buys into the world view of the system, and they constitute its power or political network."

• ***Cosmopolitans*** identify with their profession, investing primarily in academic traditions such as research, writing, leadership, sharpening professional skills, and unit or program autonomy. They may be part of the formal campus power structure, for example dean or director, but are not "influential within the informal political system." Focused on establishing a professional reputation, they have less commitment to the past and the future of their particular campus.

Choose Your Company Carefully

Because most women "are not likely to be included automatically" in informal insider networks, if you seek upward mobility on campus, target the established locals who can provide you organizational socialization and entry into the club.

Noting that such colleagues tend to be white males, Pistole and Cogdal advise women to discern who is encouraging their careers and then take the initiative in forming a relationship.

Women looking to advance more broadly within higher education will gain guidance, validation and professional socialization from more cosmopolitan colleagues.

But Don't Ignore the Others

Aspiring cosmopolitans should not cavalierly dismiss the locals, say Pistole and Cogdal. Rather, "establish a liaison with at least one member of the club," to gain access to the gossip and communication that could affect your career:

Learning the rules about 'how we do things here' can help navigate departmental or university politics, they say. Established cosmopolitans can help aspiring locals with professional or scholarly activities vital for promotion. The bottom line: Women who understand colleagues' professional interests and investments can network better.

From Monocultural to Multicultural

As academe evolves from an exclusionary club with a single dominant culture to an open community embracing many viewpoints, women need to know their school's position on the continuum, in order to form realistic expectations and constructive strategies, they relate.

• **Level 1: Monocultural Organization**
Maintains dominant culture
-Exclusionary organization provides members with identity
-Allows membership to a few outsiders having the "right views"

• **Level 2: Non-discriminatory Organization**
Allows in a few outsiders
-No change in climate or structure; motto is "don't make waves"
-Committed to hiring outsiders, but world view is unchanged
-Encourages change on an individual level

• **Level 3: Multicultural Organization**
Open to all
-Questions dominant culture perspectives
-Promotes organizational change
-Diverse groups have influence

Schools in the first two levels usually don't embrace mentoring or collaborative strategies. Even if a formal mentoring system exists, it gets lukewarm support, say the researchers. "Rather than being readily accepted for their professional competency, entry females will more likely be tested and pressured, both subtly and overtly, to assimilate and conform to the dominant view."

Where Does Your Campus Fit?

To determine the evolutionary level of your current school, department or prospective future employer, analyze its working environment:

• Ask (yourself or others) "Where's the informal power? Is there an 'old boy's' or 'old girl's' network that influences the unit?"

• Ask whether there are recurring patterns of who gets promoted or tenured, and who leaves?

• Attend to nuances that suggest an undercurrent of fear or reluctance to rock the boat.

"Armed with realistic expectations, women are less likely to personalize the pressures" and more able to tailor self-directed, career-enhancing strategies to the situation, say Pistole and Cogdal.

Pushing for Change

To get ahead on a campus in the dark ages of Level 1, *put up and shut up* may be the most adaptive strategy. Efforts to change policies or colleagues often go to waste; focus on acquiring professional skills and successes to enhance your marketability and chances to get a position elsewhere.

However, "There may be times, especially when a university's climate is evolving, when maintaining an organizationally 'incorrect' view can be a purposeful, deliberate, and successful strategy for attaining change."

Women who understand the culture and goals of their campus and colleagues can more accurately weigh the risks and benefits of different strategies, and make decisions congruent with their own goals. ■

JH

Silence by Women Can Offer A Strategic Resistance

While women's silence in the classroom is often interpreted as being passive, reticent and non-aggressive, their silence can also be a strategic message of self-protection or defiance.

Some women simply do not want to be up front with the personal and find self-revelations difficult, so silence is a safe space.

Academics also are aware that speaking out can have any number of disabling political consequences. Once academics publicly identify with feminist politics, their conservative male colleagues see them differently. Some ignore or avoid them, while liberal colleagues consult or debate them on matters of gender, and they become the resident feminist, incabable of interest in other topics.

White women and men can be silenced into guilt by the narratives of persons of color, just as men can be silenced by refusing to reveal "the male point of view" in women's studies classes. Their silence is a resistant positive affirmation of identity, and conscious and unconscious reasons compel them to not speak, or to speak more loudly with silence.

Presuming to grant voice, much like an assumed giving of power, reinforces an expectation to talk, and can be seen as forcing some women into a confessional that they do not seek. And it can powerfully silence those who lack the requisite lived experience to join the discussion.

Classroom discussions of silence as a politics of resistance, and silence as a consequence of guilt or a threat, can turn silence into a way of listening and learning.

– ***British Journal of Sociology of Education***, No. 2, 1994.

Women's College Provides Value in Future Jobs, Income

Research shows that attending women's colleges builds esteem and self-confidence, but researcher Cornelius Riordan of Providence College (RI) found more tangible benefits: more prestigious jobs and higher income.

She compared 125 students who had attended a women's college for at least one year between 1972 and 1979 to 1,932 who had attended only coed schools, controlling for social status, SAT scores, work hours, region and marital status.

Riordan found that those who later worked full-time outside the home had more prestigious jobs and higher salaries, but no more years of education than their counterparts in coed schools.

But she also found that "a single year of women's college schooling may provide an advantage that will facilitate success in a coeducational setting," the women having tasted "unfettered academic success" previously.

Saying schools routinely provide physical and human capital to students, she faulted coed schools for not offering women students the "social capital" they need to succeed.

Without the "encouragement, attention, security, comfort, trust and identity" they need from schools, women will continue to follow a traditional sex role pattern that values attractiveness and non-assertiveness, and discourages academic success, she said.

– ***Journal of Higher Education***, July/August 1994.

With Low Information, Voters Back Male Candidates

Phone calls to a random selection of 407 registered voters in Cincinnati OH in March 1987 about candidates in a city council election indicated a large majority (62%) saw no differences based on gender.

But of those who did, voters saw male candidates as more capable of working with public officials and making decisions, while women were seen as better at working with outside actors, such as neighborhood groups and citizens.

Voters expected women candidates to be more capable in social service categories, while men scored higher in economic development and traditional city services.

Researchers pointed out that the nine-member city council had an average of 7.7 males and 1.3 females. And of the 14 times a woman won, 10 times were by the same woman, Bobby Sterne.

To combat voter's tendencies to see men as "generically more able to perform in office," they advised women candidates to communicate explicit messages and minimize ambiguity.

In general, they said voters with more information on female candidates were less likely to act on inherent gender-related bias.

Women candidates who run on platforms such as "providing leadership" or "better downtown development" have to overcome a voter's prejudice. They suggest women candidates are more likely to win with messages like "better community relations" or "improved social services."

– ***Women and Politics***, No. 1, 1993.

White Women Underreport Weight, Males Overreport

Research examining differences between self-reported and actual weights of 96 female and 90 male college students found that women said they weighed significantly less, and men significantly more, than they actually weighed.

Women's weight estimates were low by an average of 5.6 pounds, and 85% underreported their weight. Mens' were high by an average of 3.0 pounds and 73% overreported their weight.

But when asked to categorize themselves, women were more honest; 58% reported they were overweight or slightly overweight, compared to 28% of the males.

Of the women, 85% wanted to lose weight, an average of 10 pounds each.

Most of the subjects (94%) were Anglo-American, and 6% either African-American, Asian or Hispanic. Evidence from other research indicates that some ethnic groups, especially African-American, value women who weigh more rather than less than the average.

– ***Sex Roles***, April 1994.

THE LAST LAUGH

When Men Coach Women Athletes

Title IX, the federal mandate for gender equity in education, has had a reverse effect on the women athletic leaders. As the rewards for coaching women athletes on campus rose in terms of salary, media attention, prestige and amenities, a curious transformation occurred.

Instead of these rewards going to the women who labored in the trenches to bring them about, putting in long hours at low pay and with great emotional involvement to further women's once non-revenue sports, now fewer and fewer of the coaches of women's teams are themselves women.

The Women's Sports Foundation reports that in 1970, 90 to 100% of the coaches of intercollegiate women's teams were women, but by 1990 it fell to fewer than 48%. Likewise, the percentage of women heading athletic programs for women's sports dropped from 90% to 17% over the same period.

Why the switch, and what are the implications?

First, greater rewards for coaches of women's teams attract male applicants. Who wanted to coach the women's basketball team when the pay was $1,000 a semester, travel was by the dog and meals came in a fast food bag? Only women, who did it for love, not money.

Second, the credentials used to measure applicants fall in favor of men: years of coaching experience, level of competition at the schools, salary history and win-loss records.

Valued are quantifiable data, not how the players feel about the school and the world, whether they graduate and move on or just graduate, or what they have learned from their campus athletic experience that they can take with them into real life after college.

Third, the unwritten assumption is that a school's program has "come of age" with greater prestige by having a male coach, whose coaching skills and force of personality will shape individuals into a successful team, and who can sometimes bully the referee into making favorable calls.

Fourth, women coaches may have painted themselves into a corner by having been very successful while toiling in relative obscurity.

Those same coaches, when subject to the stress of publicity and media scrutiny, are asked to display different abilities than those which brought them success in the past.

A rapport with players, skills in teaching and coaching women, the ability to break down a skill into separate components and then reassemble it are just a few individual abilities that a successful coach of a woman's team needs.

But the coach of a highlighted sport needs much more: tactics to recruit big-time players by offering scholarships and other benefits, rapport with players' parents, ability to relate to alumni and business donors, a media charisma, administrative and management skills and political skills to survive campus organizational games.

Alas, the killer is the need for an internal value system that tips the balance toward winning, rather than putting the educational development of student athletes as people first and foremost.

At many schools, the rationale is that if they have to spend more money on women's sports due to Title IX, they expect to get it back at the gate.

What happens when men coach women?

A typical patriarchial relationship can repeat itself. The male coach is the authority figure, the unquestioned leader who can do no wrong.

Winning becomes the dominant goal, and the fun too often goes out of the contest. (Parents often have the same effect in Little League.) Players learn to dehumanize the opponent, not to care that an injury can do lifelong mayhem to another human.

Research indicates that athletes who participate in organized sports adopt lower standards of moral reasoning, forgetting what mother told them about being honest, decent, responsible and respectful of others. (See ***WIHE***, August 1993, p. 11 "Women Athletes Buy Into Men's Moral Standards.")

When men coach women, the emphasis often shifts from enjoying the game to winning at all cost. The coach wins an even bigger salary, the school wins greater gate revenues and alumni donations, and the other students win the chance to gloat about attending an athletic powerhouse.

Only the women student athletes lose, and they won't be laughing about it years later.

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Organizational Models For Gender Equity on Campus

"We must indeed all hang together, or assuredly we shall all hang separately."
— Benjamin Franklin, 1706-1790

Little did Ben realize that his cautions in the organization of the band of rebels who would create a new nation could one day be a model for women creating gender equity in higher education.

Women are taking action on most of the continent's 3,000 campuses, and their methods are as diverse as the cultures they represent. Although no one model fits all, they are learning that creating campus groups is the most effective and least risky; energy and conviction are the essential ingredients.

Marcia Boyles, head of Educational Consultants, a gender equity assessment firm in Alexandria (VA), says the impetus should come from women on campus themselves, not from a top campus administrator who appoints a task force.

"That can be disastrous," she advises. "When the president appoints people he knows and trusts, they may or may not have any understanding of or empathy toward women's issues." Not only do they not know the issues, but no leadership emerges, which has resulted in gridlock for up to five years.

The Role of Women's Studies

A school's women's studies faculty may or may not be leaders for gender equity on campus, she notes. "They may have been around 15 or 18 years, but may remain the only point of enlightenment on campus," she says. They often have their own battles to fight. Or, they may provide the campus leadership, but as faculty, they have an academic viewpoint that emphasizes tenure and promotion, not issues of harassment, student life and sexual misconduct.

It Started With Outrage

At Ohio State University, women on campus were outraged by what they considered a hostile climate. Via regular mailings to a handful of women who passed on the messages, they formed a Women's Grassroots Network in 1991 that was deliberately diverse and diffuse. They remained leaderless to avoid the leaders "being pigeonholed and kept busy doing something else," according to an organizer. Now the group has a voice mail message center and an effective campus presence.

"What makes this group unique is that it cuts across all lines," a research scientist said. "Faculty and staff, administrators and students, we all have so much in common and we are working together for positive change here."

Their first effort was a letter signed by 656 women asking President E. Gordon Gee to consider hiring women into the school's four open VP positions, since there was then only one woman in the top 30 jobs there. He did choose two women.

Ohio State University now has a sexual harassment policy, dozens of women in the pipeline to leadership jobs and several committees drafting policies on other women's issues and agitating for a women's center and gender pay equity.

At Arizona State University, a group called University Career Women has bcome a powerful force for administrators on campus.

They formally elect a board of directors that seems to permeate every aspect of the university. Activities include about 10 years of publishing an excellent monthly newsletter called Network, sponsoring an extensive agenda of professional development workshops and conducting a new mentoring program for career advancement.

On other campuses, groups remain anonymous (and often powerless) for fear of the "shoot the messenger" style of settling conflicts, especially

Organize for Equity

- Gather campus women from one or more groups (faculty, staff, students) to discuss individual and campus gender equity concerns.
- Broaden membership to include other groups.
- Bring in national level equity expert for presentation to the campus community.
- Request official status as the campus group concerned with gender equity.
- Determine how to assess all aspects of gender equity on campus.
- Bring in national experts to help see campus concerns as part of a larger picture, to avoid any isolation and parochialism on one campus.
- Conduct assessment of campus gender equity, with recommendations for specific actions.
- Oversee implementation of recommendations.

untenured faculty at large research universities.

The Last Straw

Sometimes a specific incident of sexual bias or harassment or misconduct so galvanizes a campus community that fallout from it boosts awareness and has repercussions that affect almost everyone in it.

At the University of Wisconsin-Milwaukee, Professor Ceil Pillsbury's suit against the university for gender bias in denying her tenure turned the whole university system on its ear.

Not only did the U.S. Labor Department find a campus-wide "pattern and practice" of gender bias and threaten to withhold $350 million in federal funds until the school's whole staff underwent sensitivity training, but system President Katharine Lyall ordered a new procedure for assessing equal opportunities for the entire university system.

Bugs in the Ear

At Cornell University, two women trustees urged the president to look into increasing the number of women campus leaders. A new system involves alumnae and university administrators to nominate and develop women leaders.

Sometimes the president responds to pressure for gender equity, and appoints one person to head of affirmative action or diversity, and then figuratively washes his hands of the responsibility.

But she can become a pied piper, and gain the confidence and the ear of the president, who winds up a born-again equitist. Results can be a women's center, leadership programs for women and pervasive attention to gender equity on campus. (No names here. You know who you are.)

Oaks from Acorns Grow

Sometimes a group starts small, and snowballs. Women's studies program head Sharlene Hesse-Biber found support on her Boston College campus, but observed the powerlessness of other women at Catholic schools. "Women in the smaller colleges are especially isolated and forgotten in the backroads of higher education," she said.

In 1992 she and others at B.C. held the first-ever symposium for women faculty and administrators at Catholic colleges. From it grew the National Association for Women in Catholic Higher Education (NAWCHE), which in June held its second conference at Loyola University of Chicago.

At Canisius College (NY), subscriber Professor Paula Dehn reports a new committee on the status of women on campus. She notes, "That's quite an accomplishment for a small Jesuit school."

A One-Woman Bandwagon

Sometimes just one person can get things moving. Gender bias prevented Betty Castor from doing sports when she was young. As politician and academic leader, Castor has had a pervasive influence on gender equity in Florida. As state commissioner of education, she started a statewide leadership development program for women and minorities on campus and won major funding for it. Instrumental in the passage of the nation's only state law mandating gender equity in athletics, she is now president of the University of South Florida.

WHAT SHOULD SHE DO?

Last month's dilemma featured free-lancer Professor Martha Scott, who got too close to the man in charge of a project at another campus. When she refused his request to fix him up with a colleague, he got nasty and snubbed her professionally. He ignored her requests for payment for work completed, and refused to acknowledge her letters. She wants to be paid and ideally, to continue doing assignments for him What should she do?

Keep Legal, Personal Issues Separate

Her situation is both a legal issue and a power situation. First, consider the legal issue. If she has proof that she completed the work assigned, she needs to send an invoice to him, and note that she is sending a copy to his boss, stating that the invoice has not been paid and is overdue. She may also want to run it by a lawyer as well.

The project director may well decide not to use her in future assignments, but at least she is likely to receive payment for completed work.

Next, look at the situation as a power issue. Because he is the one with the power, he can continue to ignore her and her requests for payment as long as nobody else knows about it. By alerting his boss to his non-payment, she is taking the issue from the personal to the professional and creating a distance in their relationship.

Often women on campus find it tempting to intermix professional and personal relationships, hoping that both will be enhanced. Sometimes it works, but in this case the souring of one may well lead to the termination of the other. And it is virtually always the one with less power who loses.

Carolyn Desjardins, Executive Director, National Institute for Leadership Development, Phoenix AZ

(Note: Desjardins will discuss "Understanding Gender Issues in the Workplace" at The Way Up conference in Phoenix AZ on October 20, as described on page 11.)

WOMEN IN HIGHER EDUCATION

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NEWSWATCH

Top Coaches Ask Pay Equity at Minnesota

Women's athletic director Chris Voelz has suspended contract negotiations with two women coaches who are seeking salary equity with male coaches.

Citing their success at bringing their women's basketball and volleyball teams to NCAA tourneys last year, University of Minnesota coaches Linda Hill-MacDonald and Stephanie Schleuder say they are underpaid compared to coaches of men's teams.

Their attorney, Tim Stoner, contends they are paid less because they coach women, according to the *Wisconsin State Journal*, August 15, 1994.

No Harassment by Construction Workers

Most colleges and universities have policies preventing harassment on campus, but employees of private contractors operating on campus often consider themselves immune from it.

At the University of Cambridge's Lucy Cavendish College for Women, the construction contract for a new dining hall specifically forbids wolf whistles or other harassment, according to the London newspaper *The Guardian*.

The newspaper reports a woman student stunned a construction worker by telling him that his offensive remarks were not allowed. "It gives you a good feeling of power," she said.

Florida Schools Plan for Equity in Athletics

July 1 was the deadline for all Florida state-supported schools to provide details on how they intend to reach gender equity in sports within three years, as mandated by a state law passed last year.

Major plans include trimming the size of squads in men's sports, providing equity in support services and scholarships, increasing the number of women's teams to assure participation rates equal to percentage of students of each sex and equalizing salaries of coaches for women's and men's teams.

Creative and subtle improvements include selling food and drinks at women's games, building a wall to provide privacy for the women's showers, and training administrators to publicize women's games.

The state law affects Florida's nine public universities, 26 community colleges and about 840 secondary schools. A similar bill is pending in Ohio, California is considering a law affecting community colleges, and sponsors plan to revive a similar bill for gender equity this fall in Missouri. Other states are expected to follow suit, says *The Chronicle of Higher Education* of August 10, 1994.

Faculty Pay Gap Slooooowly Shrinks

At least the gender pay gap is narrowing, but only a little so far and only at the lowest ranks, according to the 1993-1994 AAUP salary survey of full-time faculty at 2,089 schools.

Until retirements and other upheavals change the gender mix at the top levels, women faculty will continue to earn less than men. (But academe is better than elsewhere, where the average is 73%.)

Average Women Faculty Pay as Percentage of Men's

	1992-93	1993-1994
Lecturer	87%	89%
Instructor	94	95
Assistant professor	92	93
Associate professor	93	93
Professor	88	88

Although women comprise an increasing proportion of full-time faculty, up to 30.7% from 29.7% last year and 23.6% in 1982-83, the average salary differential is slow to change.

Culprits include: Across-the-board raises that magnify existing gender differences, women having fewer years of experience, women entering lower paying fields such as the humanities rather than engineering or math or the sciences, women working at less prestigious and well-paying schools, as well as institutionalized gender bias.

Details are in the March-April issue of *Academe*. The survey is available for $45 from: AAUP, 1012 14th Street NW, Suite 500, Washington DC 20005; (202) 737-5900.

Defender of Women Wins $1.65 Million

When Cal State Fullerton's coach Jim Hoffman fought plans to cut his women's volleyball team in 1992, he was fired. Last month the system agreed to pay him $1.65 million, after a three-week spring trial.

His sex bias lawsuit saved the volleyball team and forced many changes in the school's athletics policies, notes *The NCAA News* of August 17, 1994

Justice Delayed for Woman at The Citadel

An appeals court has stayed Federal Judge C. Weston Houck's order for The Citadel (SC) to admit its first woman cadet, which was to occur this fall.

Three days before Shannon R. Faulkner was to break the school's 151 year all-male tradition, the 4th U.S. Circuit Court of Appeals ruled 2-1 that she must continue as a daytimer while the court considers the school's appeal.

Since The Citadel accepts new cadets only in fall, her enrollment could be delayed until fall of 1995, after appeals are exhausted, according to the *Wisconsin State Journal* of August 13, 1994.

NCAA Seeks Research on Women's Injuries

Relating sports sciences to gender, the NCAA has earmarked $70,000 to fund research that would:

- Assess gender equity in college medical care and injury prevention.
- Develop a method to identify and quantify "overuse" injuries, especially in women athletes.
- Identify causes of muscle-skeletal injuries especially frequent in women, such as anterior-cruciate ligaments in the knee.
- Report on drug use in college athletics.

Preference goes to proposals from, and research that applies to, NCAA members. Deadline for proposals is December 15. For guidelines: Ursula Walsh, NCAA Director of Research, 6201 College Blvd, Overland Park KS 66211; (913) 339-1906.

IN HER OWN WORDS

Defanging the Wolf Pack: Handling Hostile Male Students

by Mary J. Hart, PhD
Department of Journalism and Mass Communication
Creighton University NE

As classes resume this fall, many women faculty will face a new type of harassment: the backlash waged in the classroom by a certain type of "neo-conservative" male student.

Women professors sometimes become the object of their resentment regarding equitism and diversity. One single student will rarely cause a problem, but if he recruits like-minded peers, the teacher may be in for serious trouble. Instead of using a public pulpit such as speeches or letters to the editor, these conservative male students fear public censure, so limit their arena to the smaller, safer, more private space of the classroom.

Body Language and Attitude

Instead of name calling and direct attacks, women teachers describe more subtle, nonverbal put-downs. They may pointedly ignore you, avoid eye contact, turn away, or disrupt the class with loud sighs or talking among themselves.

Anything that smacks of a feminist perspective, such as encouraging the use of nonsexist language, may be met with eye-rolling, winks and nods, as if to say, "Here we go again."

For example, I ask students to address me as Professor or Dr. Hart, or else Ms., but not Mrs. because I am not married. After the request and explanation, one such male student made a point of sarcastically calling me *Mrs.* Hart.

Sometimes women students in the class recognize the behavior for what it is. If you're lucky, you'll get a reality check when more than one woman student comes in to say, "We've seen the abuse but are afraid to do anything about it."

Mob Psychology

Women in my class have commented that the wolf pack seems to recruit those who would never initiate this type of hostile behavior on their own. Indeed, when confronted alone, the perpetrator may act very nice, and will usually deny that anything is going on. When I confronted the pack leader who sarcastically referred to me as Mrs., for example, he feigned complete ignorance.

Unfortunately, once it gets started in a class, the atmosphere often escalates as peer pressure and mob psychology take over. And most discouraging, it doesn't end with the semester. The student pipeline carries the tale of this fresh kill, so that next semester's class attracts at least one potential leader, and the cycle renews, often starting even earlier in the semester.

Why the Hostility?

Several forces seem to drive the aggressors:

Scapegoating: Some men students blame the tight job market not on the economy, but on the goals of diversity, which they feel discriminate against white males. Women faculty are symbolic barriers to their success: accomplished, poised women who they fear will take away their jobs.

Rebelling Against Mom: In our culture, mothers are mainly responsible for cultural socialization, instilling manners and mores in their children. Teenagers openly challenge their authority.

Just when these young men are beginning to heal from the socialization skirmishes with mom during high school, they enter college. There they are "bugged" by yet another maternal authority figure who sets the rules, makes demands and evaluates them.

The role of women in the classroom is usually discussed in a positive light, with nurturing and encouragement recognized and often appreciated by students and colleagues. But the negative side of being a "mother figure" is rarely discussed.

...unresolved issues can ruin more than a woman professor's day. They can ruin a class, and if repeated, they can derail a career.

– Mary Hart

It's high time we address it, because such unresolved issues can ruin more than a woman professor's day. They can ruin a class, and if repeated, they can derail a career. The costs are both emotional and professional when student evaluations reflect a conflicted classroom arena.

What Can You Do About It?

The abuse won't just go away on its own, so consider the following options:

1. *Evaluation:* Request observers to audit or videotape the class, document what's happening, and provide feedback.
2. *Confrontation:* Meet with the group during office hours to discuss the situation. Be prepared for denial; have some backup testimony by TA's or other students, or a video.
3. *Disarmament:* Get to know the ringleader, and get him on your side. Or count off numbers in class and assign seats to break up the group.
4. *Networking:* Ask colleagues if this is happening to them, and how they handle it.
5. *Whistleblowing:* Go to your affirmative action office, where you may risk being branded as a troublemaker. If the problem is severe, they may be able to assist you in documenting it.

The Loss is Theirs—And Ours

Recently on the first day of class I spotted a potential basher. His attitude and body language told me he was sure this outspoken woman had nothing to teach him. Shortly after, he dropped. Perhaps, unable to recruit like-minded males, he realized he was in the minority and opted out.

I may have dodged a bullet, but the idealist in me hopes that had he stayed in the class, his exposure to an assertive woman could have been a learning experience. He might have realized that one day he might be lucky enough to have such a woman as a coworker, boss — or wife.

Mary Hart presented at the conference for women in Catholic higher education in June, sponsored by the women's studies program at Boston College.

VICE CHANCELLOR OF STUDENT AFFAIRS

The University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill seeks an energetic and experienced administrator who wishes to undertake the challenge of leading the Division of Student Affairs and Vice Chancellor of Student Affairs.

Description of Duties and Responsibilities

The Vice Chancellor (1) directs the operation of the Division of Student Affairs, supervising nine departments and 450 professional staff, and supervises and administers a total budget of more than $28 million; (2) coordinates services for a student body of 23,000. Responsibilities include supervision of Housing, Counseling, Health Services, and other programs and offices associated with student life; (3) serves on the Chancellor's Administrative Council and other committees advisory to the Chancellor, which formulate, implement, and evaluate overall programs and new policies of the University; (4) speaks to alumni groups, Parents Council, and similar organizations about the University; (5) conducts development efforts to establish endowment and expendable funds for the Division of Student Affairs' activities.

Qualifications

The successful candidate will have a minimum of five years of effective full-time student affairs experience and a demonstrated ability to work with a diverse student body at a four-year college or university. Effective management skills with a large and diverse staff as well as strong oral and written communication skills are essential. A proven record of success in working with the range of constituencies found in a large university community and demonstrated creative leadership are required. Preference will be given to candidates who have demonstrated experience in strategic and long-range planning.

Deadline for Application: September 30, 1994

Application Materials

Letters of application or nominations, a professional résumé, and list of at least four references (referees will be contacted later, as necessary) should be sent to:

Dean Stephen S. Birdsall, Chair
The Search Committee for the Vice Chancellor of Student Affairs
College of Arts and Sciences
CB#3100, 203 South Building
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3100

Applicants are asked to include a two-page statement of their views on the challenges confronting individuals who would assume a leadership position in Student Affairs at a major university in the United States today. The University of North Carolina at Chapel Hill is an Equal Opportunity, Affirmative Action Employer. Women and members of minority groups are encouraged to apply.

Assistant University Librarian for Technical Services

Northwestern University Library invites applications and nominations for the position of Assistant University Librarian for Technical Services.

RESPONSIBILITIES: Provides leadership and direction for the Technical Services Division which includes the Bibliographic Record Services, Catalog, and Serials & Acquisitions Services Departments. There are 15 professionals and 36 support staff in the Division. The Division acquires $4,000,000 of library materials and processes ca. 64,000 volumes annually. Promotes communication and cooperation among Technical Services departments, departments in other divisions with technical services responsibilities, and Chicago campus libraries. Provides assistance on matters relating to technical services throughout the library. Serves on the Administrative Committee, the University Librarian's cabinet. Assists the University Librarian, works with other members of the Administrative Committee to carry out the mission of the Library, and represents the Library throughout the University and the profession. Participates in the Library Management Council, a policy-making forum for department heads and senior management. **QUALIFICATIONS:** MLS from an ALA-accredited library school required. Additional advanced degree strongly preferred. Minimum of 7 years of increasing responsibility in an academic or research library required, with an emphasis on technical services. Demonstrated achievement in the management of technical services operations and proven commitment to staff development. Excellent communication and interpersonal skills. Proven ability to promote cooperative efforts among library units. Demonstrated flexibility and initiative in a changing environment. Active involvement in implementing current developments and technological operations in technical services. Familiarity with library networks and systems such as NOTIS, OCLC, and RLIN. Evidence of and commitment to continuing participation in professional and scholarly activities. **SALARY:** Minimum $65,000. **TO APPLY:** Send letter of application and résumé, including names of four references, to Peter J. Devlin, Personnel Librarian, Northwestern University Library, 1935 Sheridan Road, Evanston, IL 60208. Applications received by October 28, 1994 will receive first consideration. Northwestern University is an Equal Opportunity, Affirmative Action Employer. Hiring is contingent upon eligibility to work in the United States.

The University of Georgia

Director, Honors Program

The University of Georgia is seeking nominations and applications for Director of its nationally recognized Honors Program.

The University has 1,600 faculty and a student enrollment of 28,500, of whom 21,000 are undergraduates. The Honors Program enrolls approximately 1,000 students. The Director reports to the Vice President for Academic Affairs.

Responsibilities will include supervising the honors curriculum, recruiting excellent undergraduate students, fund raising, assisting talented students to prepare for national awards and fellowships, developing co-curricular opportunities, creating options for outstanding students not formally enrolled in the Honors program, and assisting students to compete for post-baccalaureate careers and recognition.

Candidates must meet the academic qualifications for appointment to the rank of Professor in one of the University's departments. They must also have a demonstrated record of working well and creatively with undergraduates and advocating programs that enrich the lives of students. Successful administrative experience in related programs, though not a requirement, is a plus.

All nominations and applications received by October 15, 1994 are assured of full consideration. They should be sent to Professor Doris Y. Kadish, Department of Romance Languages, University of Georgia, Athens, GA 30602.

The University of Georgia is an Equal Opportunity, Affirmative Action Employer.

DEAN OF THE FACULTY OF ARTS AND SCIENCES
COLLEGE OF WILLIAM AND MARY

The College of William and Mary invites applications and nominations for the position of Dean of the Faculty of Arts and Sciences.

William and Mary is a state university chartered in 1693 with a present enrollment of approximately 5300 undergraduate and 2300 graduate and professional students in five academic divisions: the Faculty of Arts and Sciences, and the Schools of Business, Education, Law, and Marine Science. The vast majority of its undergraduate students is enrolled in Arts and Sciences.

The Dean is the chief administrative officer of the Faculty of Arts and Sciences, which includes 27 academic departments and programs. The Dean is responsible for the administration of instructional programs, budgetary planning and allocation, faculty development, academic advising and state mandated assessment programs within the Faculty of Arts and Sciences. The Dean is assisted administratively by a Dean of Undergraduate Studies, a Dean of Graduate Studies of Arts and Sciences, and an Associate Vice Provost for Academic Technology. The Dean reports to the Provost. Salary will be competitive and commensurate with qualifications.

Candidates should have an earned doctorate or equivalent and should be established scholars with administrative experience consonant with the complexity of a state-supported university. They should have a strong commitment to liberal education, scholarship, and issues of diversity. The position carries professorial rank with tenure in the appropriate department.

Nominations, or, in the case of applicants, a letter of application and resume should be sent to:

Professor Linda Collins Reilly
Chair, Dean's Search Committee
Department of Classical Studies
College of William and Mary
Williamsburg, Virginia 23187-8795

In addition, applicants should arrange for four letters of recommendation to be sent to the above address. The search committee will begin reviewing applications by 16 October 1994 and will continue the review and interview process until the position is filled. The starting date for the position is 1 July 1995.

The College of William and Mary is an Affirmative Action/Equal Opportunity Employer. Members of under represented groups (including people of color, persons with disabilities, Vietnam veterans and women) are encouraged to apply.

BEST COPY AVAILABLE

THE COLLEGE OF

WOOSTER

PRESIDENT

The College of Wooster, a selective liberal arts college dedicated to excellence in undergraduate teaching and curricular innovation, announces its search for the next President of the College.

After seventeen years of distinguished service, the ninth and current President, Henry J. Copeland, will retire at the end of the 1994-1995 academic year. The Presidential Search and Screening Committee is seeking nominations and expressions of interest in this exceptional leadership opportunity.

The successful candidate for the Presidency of The College of Wooster will possess significant academic and administrative experience. An earned doctorate or its equivalent is preferred. A distinguished record of leadership in higher education and/or other professional fields is essential. Leading candidates will have demonstrated the ability to articulate and champion the mission, aspirations, needs, and achievements of the liberal arts college or other comparable organization to a wide range of internal and external constituencies. Demonstrated excellence in teaching and scholarship is highly desirable.

The search will remain open until the position is filled. Since the Search Committee will begin screening candidates in mid-October, nominations and expressions of interest are encouraged well before then and should be submitted to:

John C. Dowd, Trustee Chair and/or
Mark A. Wilson, Faculty Chair
Presidential Search and Screening Committee
The College of Wooster
Wooster, OH 44691

All inquiries, nominations, and applications will be held in strictest confidence. The College of Wooster is an equal opportunity, affirmative action employer. It actively seeks and encourages nominations of, and expressions of interest from women and members of under-respresented populations, and members of these groups are invited to identify themselves if they wish to do so.

PROVOST

NAVAL POSTGRADUATE SCHOOL

Monterey, California

The Naval Postgraduate School is seeking to fill the position of Provost (specified as Academic Dean in Title 10 Section 7043).

Established in 1909, the School provides graduate level education for Naval officers as well as officers and government civilians of other services and nations. Committed to the goals of excellence in teaching, research and service to the Department of the Navy and the Department of Defense (DoD), the School is fully accredited by the Western Association of Schools and Colleges. In addition, its engineering programs are accredited by the Accreditation Board for Engineering and Technology, and its management programs by the National Association of Schools of Public Affairs and Administration. The Naval Postgraduate School awards annually approximately 800 Master's degrees in 37 curricula, plus a number of Doctorates, has more than 300 full-time faculty and is located on a 5 site, 600 acre campus adjacent to Monterey Bay.

The Provost is the Principal academic officer at the School, and reports directly to the Superintendent, a Navy Rear Admiral. He or she is responsible for administering the academic programs of the School and ensures that the instructional program is of high academic quality and relevant to the future needs of the Naval Service and the DoD. The Provost must establish and maintain strong linkages through the highest levels of the Navy and the Defense Department. Additionally, the Provost is the principal liaison between the School and other universities.

The Provost is also responsible for the School's research program, ensuring its quality and relevance to the students' programs of study. He or she promotes the research program throughout the Department of Defense and fosters a faculty reward system that encourages a healthy balance between instructional and research activities.

As leader of and in consultation with the faculty, the Provost develops and implements a long term strategic plan for the School. He or she is responsible for seeing that an effective administrative structure is in place to realize the School's vision. In addition, the Provost formulates all faculty development procedures, including faculty recruiting, retention and promotion. Together with the Superintendent, the Provost develops the School's budget and ensures that sufficient resources are available to carry out the academic and research programs.

Candidates must have a demonstrated ability to serve as an articulate spokesperson and effective advocate for the School, and to establish positive relationships with faculty and staff to enhance the academic excellence of the School's programs. Ideally, candidates will have significant executive leadership experience in academia and within the Government and have an earned Doctorate.

Applications will be accepted until 15 September 1994. Nominations are encouraged. Letters of application should include a current résumé, which addresses the candidate's background including scholarly accomplishments relative to the qualifications described above. A list of names, addresses and phone numbers of at least three references also should be included. All applications, nominations and inquiries should be submitted to:

Dean Paul J. Marto
Chairman, Provost Search Committee
Naval Postgraduate School
589 Dyer Road, Building 235
Monterey, California 93943-5138
Telephone: (408) 656-2098
E-mail: pmarto@nps.navy.mil

The Naval Postgraduate School is an Equal Opportunity, Affirmative Action Employer.

Wright State University

Provost

Wright State University invites applications and nominations for the position of Provost of the University.

The Provost serves as the chief academic officer of the University and is expected to provide the academic and administrative leadership to achieve a high standard of excellence in instruction, faculty and student development, research, and public service. The Provost also serves as chief executive officer of the University in the absence of the President. Reporting directly to the Provost are the Deans of the 10 colleges, schools, and branch campus; the University Librarian; and Associate Provosts for Undergraduate Education and Academic Affairs; Student Affairs and Enrollment Services; Research and Graduate Studies; Multicultural Affairs; and Institutional Research and Planning.

Qualifications for the position include a terminal degree and demonstrated administrative experience at the Dean's level. Academic credentials in teaching and research should be sufficient for a faculty rank of Professor in an appropriate college/school. Demonstrated leadership and experience in planning and managing academic programs, resource allocation, student affairs programs, personnel administration, and an ability to help formulate and articulate goals of the University are essential. A strong commitment to teaching and research, affirmative action, and public service is expected.

Wright State University is a growing, comprehensive, state-assisted university located in suburban Dayton, Ohio. Programs of study include more than 100 undergraduate and 34 master's degree programs and programs of study for the M.D., Psy.D., Ed.S., and Ph.D. degrees. Established in 1964, Wright State University is among the preeminent metropolitan universities in the nation. The University is a student-centered, culturally diverse community committed to the inclusion of all individuals in all facets of university life. This includes special facilities for the physically challenged. Currently a combined enrollment of over 17,000 undergraduate, graduate, and professional students is found on the University's 557-acre, 39-building main campus and its two-year, regional branch campus.

For full consideration, nominations/applications should be received by October 14, 1994.

Applicants should send a letter of interest, a current curriculum vitae, and a list of five references with complete addresses and telephone numbers to:

Chair, Provost Search Committee
Administrative Wing
Wright State University
Dayton, OH 45435

Wright State University
Dayton, Ohio 45435

Wright State University is an affirmative action/equal opportunity employer.

KSU KANSAS STATE UNIVERSITY

DIRECTOR OF COLLEGE ADVANCEMENT

The Director of College Advancement serves as Kansas State University-Salina, College of Technology's chief student affairs officer and enrollment manager. The College is one of the nine colleges of Kansas State University. The Director will report to the Dean of the College and will be responsible for the following functional areas: Admissions, Student Financial Assistance, Registrar, Residence Hall, Student Activities including student Government Advising, Alumni Relations, and News Information/Publications. The Director will also be responsible for the coordination of College activities with the main campus located in Manhattan, Kansas. Kansas State University-Salina offers both two year and four year degrees in Aeronautical and Engineering Technology. Qualifications: Bachelor's Degree required (Master's degree preferred) with at least three to five years of successful enrollment management and supervision experience. A letter of application, resume, and the names of three professional references must be received by October 15, 1994. Send to Dr. Beverlee R. Kissick, Director of Libraries, KSU-S Library/Resource Center, 2408 Scanlan Avenue, Salina, KS 67401. Salary range $40,000 - $50,000. Position available on or before January 17, 1995. A 12-month non-tenured administrative position.

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Northern Michigan University

DEAN, COMMUNITY COLLEGE AND PUBLIC SERVICE PROGRAMS

The Position: Northern Michigan University invites applications for the Dean, Community College and Public Service Programs. The candidate selected for this position will assist in providing leadership to the development and delivery of associate degree, certificate and diploma programs, all non-credit professional and vocational programs, and the University's Labor Education Center.

Qualifications: Earned doctorate from a regionally accredited institution and a record of distinguished scholarship. Administrative experience in one or more functional areas in the community college domain. Desirable qualifications include teaching and/or administrative experience involving community college programs within a four year college, significant experience in business, industry, or labor, and demonstrated experience in promoting community college programs.

The University: Northern Michigan University is one of 15 state-assisted universities in Michigan and one of two with a special mission involving delivery of community college programs and services in Michigan's Upper Peninsula region. NMU has six colleges with a total student enrollment of 8,500. About 500 students are pursuing degrees or certificates at the less-than-baccalaureate level.

Applications: Applications for this position should include a letter of interest, a resume, and addresses and telephone numbers for five references. Applications should be sent to:

Dr. William Rigby, Chair
Search and Screening Committee
c/o Office of Academic Affairs
610 Cohodas Administrative Building
Northern Michigan University
Marquette, MI 49855

Applicant review will begin in early September and the screening will continue through October 10, 1994. Appointment is expected by January 1, 1995.

Northern Michigan University does not discriminate on the basis of race, color, national origin, gender, disability, or age in its programs or activities. Persons having civil rights inquiries may contact the Affirmative Action Office at (906) 227-2420. Persons having inquiries regarding Americans with Disabilities Act (ADA) may contact the ADA Coordinator at (906) 227-2970.

EASTERN

EASTERN WASHINGTON UNIVERSITY

SPECIAL EDUCATION

Associate Professor, probationary tenure track position to begin January 4, 1995. The primary responsibilities of the applicant are teaching courses in the Special Education undergraduate and graduate major, advising and supervising students in special education licensure and degree programs, establishing collaborative relationships with public schools and community agencies, providing leadership for curriculum and program restructure, establishing and conducting a program of research, publications and grant writing. A doctorate in Special Education or related field is required. Applicants must demonstrate skills in program management, teaching and research which are commensurate with University requirements for associate appointment. Review of applications will begin on October 10, 1994. Send letter of interest, vita and reference information to: **Dr. Joan Niemann**, Chair, Department of Applied Psychology, MS 92, Eastern Washington University, 526 5th Street, Cheney WA 99004.

Eastern Washington University is committed to increasing the diversity of its faculty, staff, students and academic program offerings and to strengthening sensitivity to diversity throughout the institution. We are an affirmative action/equal opportunity employer, and applications from members of historically underrepresented groups are especially encouraged.

UWM

DEAN
SCHOOL OF EDUCATION
The University of Wisconsin-Milwaukee

The University of Wisconsin-Milwaukee is an affirmative action/equal opportunity employer with a strong commitment to the development of a climate that supports equality of opportunity and respect for differences based on gender, culture, ethnicity, disability and sexual orientation. In this spirit, we are particularly interested in receiving applications from individuals who would enhance and diversify our work force. The University of Wisconsin-Milwaukee invites nominations and applications for the position of Dean of the School of Education. The University, with over 25,000 students, is one of two doctoral campuses in the University of Wisconsin system. The University seeks an academic leader and scholar who will support the school's strong research agenda and its commitment to urban education. The Dean has overall responsibility for the academic and administrative operation of five departments, with 85 faculty members and approximately 2000 students. The responsibilities also include personnel, facilities, and budget administration.

Expected Qualifications: An earned doctoral degree and experience as a college/university faculty member. Credentials for a tenured appointment as full professor in the School of Education.

Commitment to urban mission, including: Diversity and inclusiveness. Teacher education and the preparation of professionals who work in a variety of educational settings. Advanced graduate training and continuing education for professionals in a variety of educational and community settings. National research visibility and diverse research paradigms. Innovation in the structures and programs within the School. Collaboration among the School of Education, the schools, and other urban institutions.

Demonstrated success in: Recruiting and graduating minority students at graduate and/or undergraduate levels. Teaching and scholarly productivity. Facilitating collaboration among faculty, staff, and students. Preparing and administering budgets. Securing extramural funds. Faculty governance.

The candidate should be available for employment by July 1, 1995, but no later than Fall, 1995. Salary is competitive. Screening of applications will begin October 24, 1994, and will continue until the position is filled. Nominees and applicants who have not requested in writing that their identity not be revealed, and all finalists' names, will be released upon request. Letters of application and curricula vitae should be sent to:

Professor Barry Brummett, Chair, Search and Screen Committee
Merrill 144
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201
Telephone: (414)229-3274; FAX: (414) 229-5198

EAST STROUDSBURG UNIVERSITY
Department of Physics

Full-time, temporary (possibly continuing) Assistant Professor position beginning Spring 1995. Seeking applications from individuals with a background in the Area of Physics/Engineering and Forensic Physics courses. A Ph.D. is required. The successful candidate shall be able to teach courses in the areas of statics, dynamics, electronics, and advanced physics courses such as mechanics, statistical physics and special problems. The successful candidate shall be an advisor to the Engineering Transfer Program. Additional consideration shall be given to individuals able to design and teach laboratory courses, and those with experience in microcomputer interfacing.

Full-time, tenure-track Assistant Professor position beginning Fall 1995. Seeking applications from individuals with a background in the area of applied physics and applied electronics. A Ph.D. in Physics is required. The successful candidate shall be able to teach courses in the areas of electronics, and advanced physics courses such as electricity and magnetism, quantum physics, mechanics, statistical physics and special problems. The successful candidate shall be an advisor to the Society of Physics Students. Additional consideration shall be given to individuals able to design and teach laboratory courses, and those experience in microcomputer interfacing.

Full-time, tenure-track Assistant Professor position beginning Fall 1995. Seeking applications from individuals with a background in the area of Physics/Engineering and Forensic Physics courses. A Ph.D. in Physics is required. The successful candidate shall be able to teach courses in the areas of statics, dynamics, electronics, and advanced physics courses such as mechanics, statistical physics, special problems, and courses in Forensic Physics such as Fire and Arson Investigation and Traffic Accident Investigation. The successful candidate shall be the advisor to the Engineering Transfer Program. Additional consideration shall be given to individuals able to design and teach laboratory courses, and those with experience in microcomputer interfacing.

Salary commensurate with qualifications. Applicants should send resume, statement of experience, transcripts, and three letters of reference by September 30, 1994 to: Dr. M.A. Mogus, Chair, Physics Department, East Stroudsburg University, East Stroudsburg, PA 18301.

ESU is an AA/EEO employer M/F/H/V.
A Pennsylvania State System of Higher Education University

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How To Confront, Rather than Avoid, Conflict

Lila's been at her school for 15 years and a director for eight of them. Naturally she thought she'd get the big corner office in the new building. But rumor says that spot is going to a director with less seniority but a higher profile program. She's incensed at the injustice, and all the more furious because making a fuss would make her look petty.

Lila is a candidate for constructive conflict management, defined as "How to be constructive when we feel we've been unjustly treated," explains Joan Hrubetz, dean of nursing at Saint Louis University Health Sciences Center.

In their workshops on conflict management presented in June at the National Conference for Women in Catholic Higher Education, Hrubetz and her partner Noreen Carrocci, undergraduate dean at St. Thomas University, MN, provide tools and insights to help campus employees resolve conflicts.

First, Know Thyself

"Self-reflection is critical so that we know what our hot buttons are and can control them before others do," Hrubetz says.

For example, Hrubetz admits she can't stand whiners. She realizes that while whining doesn't mean a complaint isn't valid, it does mean she won't be able give it a fair hearing. So she stops the whiner tactfully, and suggests that she or he describe the problem very specifically, in writing.

Similarly, maybe Lila's reacting so strongly because long ago, her older sister always got the bigger bedroom. If Lila realizes this about herself, she'll be able to make a more cool-headed decision about whether the issue's worth pursuing.

"We also need to analyze the ways we manipulate others," especially patterns we fall into with each gender, that we learned while growing up, says Hrubetz. Ask yourself:

- With male colleagues, do I revert to being a compliant, submissive, peace-keeping behavior? Or do I pull a "helpless little girl" act?
- With women, do I use emotional ties to manipulate? Or do I expect women to be agreeable. and resent them if they're feisty or outspoken?

"Looking at our behavior with fathers, brothers, husbands or boyfiends, mothers and sisters" can reveal patterns that influence our professional relationships and interactions, Hrubetz says. "Ask yourself, why is this making me so upset?" Perhaps your own emotional baggage really is upsetting you.

Is It Really a Conflict?

If Lila's anger stems from ancient turf wars with her sister, it's probably a no-win situation not worth pursuing. Acting out those old feelings will only make her appear unprofessional; even if she wins the corner office she'll never win the old battles with big sister.

But suppose Lila doesn't have a big sister, and her supervisor had hinted she'd get the office. She feels betrayed. Should she confront her supervisor?

Maybe. But she needs to act on more than rumor, so she should check out the new office assignments. If she confirms the rumor and feels enough is at stake — and it may not be the office so much as her dignity, if she thinks she's being taken advantage of or discriminated against — then she should speak up.

Not Just Picking A Fight

Constructive confrontation is "a deliberate attempt to help another person examine the consequences of some aspect of his or her behavior, to present the person who is being confronted with an invitation to self-examination" and a chance to change their behavior, explains Hrubetz.

To be successful, the confrontation should avoid making the other person defensive. She advises:

- Be descriptive, not accusatory

Conflict Management Strategy Self-Test

These proverbs describe different strategies for resolving conflicts. Rate how well each proverb describes how you approach conflict: *5=Very closely; 4=Frequently; 3=Sometimes; 2=Seldom; 1=Never.*

— 1. He who fights and runs away lives to fight another day.
— 2. Might overcomes right.
— 3. Soft words win hard hearts.
— 4. You scratch my back, I'll scratch yours.
— 5. Truth lies in knowledge, not in majority opinion.
— 6. Stay away from people who disagree with you.
— 7. Fields are won by those who believe in winning.
— 8. Kill your enemies with kindness.
— 9. A fair exchange brings no quarrel.
— 10. No person has the final answer but each has a piece to contribute.
— 11. The best way of handling conflicts is to avoid them.
— 12. Put your foot down where you mean to stand.
— 13. Kind words are worth much and cost little.
— 14. Better half a loaf than no bread at all.
— 15. Frankness, honesty and trust will move mountains.

Scoring

High scores on these items indicate:
#1,6,11: you tend to **withdraw** from conflict.
#2,7,12: you tend to **force** your position on others.
#3,8,13: you try to **conciliate**.
#4,9,14: you try to **compromise**.
#5,10,15: you try to **integrate** different viewpoints.

The test indicates how you tend to function in conflict, and is a stimulus to examine your style, says Joan Hrubetz. No one strategy is necessarily best; success depends on the situation. "The better you are at adapting your style to fit the situation, the more effective you'll be," she says.

It's easy to see how conciliation, compromising and integrating viewpoints can help resolve conflicts. But withdrawal and force have their place as well, says Hrubetz.

For example, if you're angry because your colleague did something that reminds you of your mother-in-law, withdrawal is probably the most appropriate strategy. And with someone who avoids conflict through denial, you may need to force your position.

- Try to see things from the other's viewpoint
- Be specific and to the point
- Convey a real interest in the other's welfare
- Be polite and tentative, not angry or hurt
- Avoid the urge to create a winner and a loser
- Listen carefully and respectfully

Listening is critical, says Hrubetz, especially "listening beyond the words" to the tone, body language and facial expression.

"If these contradict the words, it may be appropriate to point that out: 'You say you're not angry, but I sense some anger over this. Can you tell me more how you're feeling?' " she suggests.

Nonverbal language can also indicate whether the person is receptive to your concerns, and indicate whether to press your case or drop it.

Compromise and Conciliation

If you can't get what you really want, settling for something else can be a positive resolution.

Suppose Lila's boss says, "I know you really wanted that office, but it was beyond my control. But I did get authorization for that laser printer you've wanted." Her boss acknowledges Lila's been let down, and regrets it. The consolation prize is graciously accepted; nothing more need be said.

To a supervisor, the experience illustrates several key tenets for avoiding or resolving conflict:

- Don't promise what you can't deliver.
- Make sure your staffers get bad news directly from you, so they don't suspect you're the cause.
- If you are the cause, share your reasons. They don't have to like it, but they do deserve an explanation.
- Offer an alternative.
- The words "I'm sorry," sincerely delivered, do much to soothe angry or hurt feelings.
- Do something special to affirm the staffer's value to your unit: lunch, a card or perhaps a package of gourmet coffee or tea.

Trust is Fundamental

Unfortunately, many supervisors believe that being boss means never having to say you're sorry. In dealing with disgruntled employees, what do you gain by giving bad news in person, sharing your reasons, and apologizing or compromising?

In a word, trust.

"Trust is absolutely fundamental to building really good work relationships. Trust makes people a joy to work with," and the opposite holds true as well, Hrubetz stresses. It also reduces potential conflict, because with trust comes the assmption that people "have good reasons for what they do."

Conflict is inevitable in all institutions, no matter how well run; Hrubetz notes that although painful, it can bring about creative change and improvement. **"The strength and animation of an organization is judged not by the absence of conflict but by the way in which conflict is managed."**

JH

Reflections on Race and Ethnicity

Ed. note: As the winner of the WIHE award for outstanding programs to support women on campus, Barbara M. Taliaferro, assistant to the president for human diversity at Kutztown University (PA) attended the 7th annual National Conference on Race and Ethnicity in Higher Education, sponsored by the Southwest Center for Human Relations Studies, University of Oklahoma. Here's her report.

Women of color in higher education face disparities that are very similar to those of students of color, according to Mary L. O'Neal, Director of Affirmative Action at Southern Connecticut State University in New Haven.

She led a workshop called "From Collusion to Coalition: Women in Higher Education."

The disparities O'Neal cites include but are not limited to isolation, invisibility and intolerance.

The indicators of institutional racism reflect the double jeopardy issues of both racism and sexism.

Collusion results when women of color support white women on issues of sexism, and often feel the "quid pro quo" is not forthcoming when white women fail to support women of color on issues of racism.

A great sense of invalidation and lack of sensitivity adds insult to injury when ignorance extends to the point that black women are often asked to choose between race and gender.

O'Neal coins the idea "prioritize the pain" in describing the double jeopardy of fighting against the collusive behavior of white women on campus.

An individual response to the problem connotes that African American women must choose. (Personally, I would have to choose race. After all, I could have been born a male child, but either way, male or female, I'm still African American.)

This workshop was built on the research shared at the 1993 conference that included responses of higher education experience by Asian, Hispanic, Latino and Native American women in addition to African American women.

O'Neal led an interactive participatory workshop after her presentation on the historical and evolutionary nature of all women in the struggle for justice, equity, parity, affirmation, inclusion, visibility and mutual respect.

She dispelled the myth that the U.S. women's liberation movement was the same for all women, saying it was and still is dramatically different for women of color, especially African Americans.

O'Neal warmly nurtured a higher state of awareness, consciousness and empowerment by ensuring that women present tapped resources of professional affiliation, social networking and movement toward career mobility.

She also incorporated discussion on the personal, positive nature of appropriate mentoring and role model relationships, and ensured that no participant left the session without a contact to help enable them to develop a mentoring relationship.

RESEARCH BRIEFS

How To Improve Survey Data On Violence Against Women

Under-representation of the prevalence of violence against women, both on and off campus , is assumed and thwarts remedies.

In contrast, researcher Michael D. Smith of York University in Ontario cites a 1987 phone survey of 604 married or co-habitating Toronto women aged 18-50. Of them, 21% initially reported that a male stranger had physically abused them in public, going back to the age of 16. Another 40% said they had suffered violence at the hands of a husband, boyfriend, date or other family member.

He offers strategies to get accurate data and combat under-reporting due to women respondents feeling the subject is too personal, being embarrassed or ashamed, fearing reprisals or misunderstanding the questions.

• ***Broaden definitions.*** What the law defines as a crime may not coincide with women's real life experiences. "Routine street harassment is only marginally illegal," he notes, but may nevertheless "provoke fear, even terror" for women.

• ***Survey lifetime prevalence.*** Because "the psychological effects of a single episode may last many years," he says that one year is too short a time span to consider in surveys. By increasing the length of time and thus increasing the sample size, surveys will produce more meaningful and reliable statistics and be on surer footing to determine individual causes and consequences.

• ***Use multiple measures.*** By asking the same questions in different ways throughout the survey, researchers are more likely to break through the embarrassment some respondents may feel at the start of the data collection. Later on, they may recalculate their own internal estimate of the cost-benefit equation in revealing the information, or they may become less sensitive to the discussion.

• ***Use multi-dimensional measures.*** Smith cities the Conflict Tactics Scale (CTS) as a standardized measure containing 10 items on reasoning and verbal aggression and 9 on physical aggression, which includes behaviors from throwing things to using a gun or knife.

But the scale focuses solely on behaviors, ignoring consequences of the behaviors, their social context and other aspects of the situations.

• ***Use open-ended questions.*** Although they are more difficult, time-consuming and costly to process, open-ended questions are far superior in building interviewer-respondent rapport, Smith says. He feels rapport is essential for getting at the true nature and details of violence against women. By enabling the respondent to qualify her responses, open-ended questions also are more likely to get accurate measures.

• ***Train interviewers well.*** With effective training, interviewers can build the trust, safety and intimacy needed to get accurate data on violence against women. He cites a survey in which interviewers received 65 hours of paid training, including consciousness-raising about rape and incest, and defining and desensitizing sexual words.

— *Gender and Society*, March 1994.

'Subjective Satisfaction' Lulls Disadvantaged Women Workers

The paradox: Women workers have lower pay and less authority than men, but they are as satisfied with their jobs and their employer.

The answer, according to Jo Phelan of Columbia University, comes from a survey of 314 women and 1,156 men managers and professional employees of a large tech-based firm headquartered in the northeastern U.S.

Testing five possible answers, Phelen found that only one, subjective job rewards, explained women's satisfaction with their jobs. Her results "suggest a disjunction between objective rewards and subjective satisfaction that may impede progress toward gender equity."

She says advocates may find more success in raising consciousness about gender inequities by emphasizing "fraternal" rather than "ego" deprivation.

Four other explanations did not test out. They are: Women's lesser job requirements are matched by lower job inputs or are compared to other women whose rewards were also low, women feel entitled to less and women value salary and authority less than men do.

— *Social Psychology Quarterly*, June 1994.

Choosing a Strategy to Get Faculty Salary Equity

Everybody says they want salary equity, but getting it is tough. Robert K. Toutkoushian of the University of Minnesota offers advice to university institutional researchers and administrators on choosing a model and a method to adjust faculty salaries.

Overall, leaders should identify the specific problems the institution hopes to resolve, identify the political restraints that restrict the choices available, and simulate the effects of several potential plans that incorporate equity and political concerns, to guide in selecting the final course of action.

First, decide what characteristics are legitimate in setting faculty salaries. Then use one of several models to calculate the unexplained salary differential, using a logarithm of women's and men's salaries. Single equation models presume males receive a fixed positive premium for being male, or that females receive a fixed negative premium for being

female. Multiple equation models assume both factors are at work.

Next, consider whether adjustments are to be across-the-board or case-by-case. Across-the-board adjustments treat all women faculty as a class and institutions need not define further criteria, but they may perpetuate inequities.

Case-by-case adjustments allow each salary to be adjusted by its own characteristics, so a larger unexplained differential may get more adjustment. But factors are harder to measure and achieve politically, since the adjustment is subjective and subject to criticism by others.

A recent adjustment at the University of Minnesota combined the two. Each woman faculty member got a 3% increase, plus an additional salary adjustment based on each woman's residual unexplained differential from a specified earnings equation.

He suggests these criteria for devising an adjustment plan:

Define equity. An equitable plan means that each woman is no longer underpaid. Multiple equation models and a case-by-case method work best.

Consider political feasibility. Adjustment plans do not occur in a vacuum and must be sold to faculty and administration. Faculty will oppose reducing any salaries, and case-by-case methods and multiple equation models will be contended more.

Consider cost. If the adjustment is added to the salary base, the costs will recur. A case-by-case method generally costs less, but only if some salaries can be reduced.

*Decide **what is the goal.*** Is it to remove the entire unexplained salary differential, or to give the appearance of providing a statistically significant unexplained salary differential? Does it cover everybody or only certain people?

— ***Research in Higher Education,*** August 1994.

Fall Conferences Renew Women on Campus

• **The University of Nebraska-Lincoln** is hosting its 8th annual Conference on Women in Educational Administration on September 18-19 in Lincoln.

Emphasizing leadership and change, the conference applies to women in higher education, and those in elementary and secondary.

Topics include the gender factor in teacher-shared decision-making, women as change agents, ethical issues for women, equity and the influence of bias, and factors that facilitate getting key positions.

Cost is $80 and details are available from Marilyn Grady, 1204 Seaton Hall, University of Nebraska, Lincoln NE 65888; (402) 472-3726.

• **The Organization for the Study of Communication, Language and Gender** will hold its 17th annual conference September 29 to October 2, at the University of Florida-Gainesville.

Sponsored by the Center for Women's Studies and Gender Research, the conference features 50 sessions on "Our Own and Others' Voices."

They include: gender-neutral vs. gender-biased language, women in situation comedy, gender issues in TV ads, gender and medical communication, practical suggestions for thawing the climate for women's voices on campus, harassment and cat-calls in the black community, and perspectives from various cultures: Japanese, Chinese, American Indian, Central Australian.

Cost is $85. Contact conference director M.J. Hardman, Box 12099, Gainesville FL; (904) 392-2194.

• **The University of Vermont** hosts its 3rd annual conference on Gender Issues in Higher Education from October 16-18 in Burlington.

Keynoters are: Donna Shavlik, director of the office of women at the American Council on Education; Sheila Tobias, author and consultant on women and math; Beverly Guy-Sheftall, author and professor of English and women's studies at Spelman College; Cynthia Secor, director of HERS leadership institutes, and Mary Kay Tetreault, author and VP for academics at Cal State Fullerton.

Another 30 workshops include transforming the curriculum, gender-based affirmative action, math/science for women and minorities, leadership development and change through research and networking.

Registration is $275 until September 26, $310 after. For details, call (800) 656-2088.

• **The Way Up annual Arizona conference** on October 19-21, called Separate Voices - Common Music, serves women administrators and faculty in the Arizona area. Organized by a statewide committee of volunteers that changes each year, the conference taps local leadership talent with big-time expertise.

Topics of 24 workshops include leadership, career paths, women in the sciences, cultural diversity, power and conflict and peacemaking.

The preliminary program notes that as keynote speaker, "Hillary Clinton has been invited."

Cost is $95 before September 15 and $125 after. To register or get details: Susan Olson at ASU West, Box 37100, Phoenix AZ 85069-7100; (602) 543-6003.

• **The University of Wisconsin Women's Studies Consortium** hosts its 19th annual conference, this year called Women Shaping Science, the Environment, Society: Images, Activism, Transformation, held on November 10-12 at Stevens Point WI.

Topics of the 28 workshops include: female-friendly science, challenges of being an active scientist and a scientific activist, teaching the politics of science, culturally inclusive chemistry, scientific reasoning: whose reality are we using?

Cost is $65. For details, contact UW-Stevens Point Continuing Education, 2100 Main St., Stevens Point WI 54481; (715) 346-3913.

THE LAST LAUGH

More Women in Athletics: Teams, Coaches, ADs

After 16 years of not-so-good news about women in campus athletics, there's good news in a 1994 survey of women in intercollegiate sports.

R. Vivian Acosta and Linda Jean Carpenter of the Department of Physical Education at Brooklyn College (NY) report that this year there are more women's teams, more women as head coaches and more women in athletic administration compared to recent years. Carpenter suggests why:

- Effects of 20 years under Title IX requiring gender equity in schools receiving federal funds;
- Brave women whose struggles and scars for gender equity finally are having an effect;
- Retirement of some of the old line boys who staunchly oppose gender equity at all costs;
- Recognition of the educational, moral and legal imperative for gender equity in athletics by younger men now leading many athletic programs;
- The 1992 U.S. Supreme Court case *Franklin v. Gwinnett County Public Schools* awarding monitary damages for gender bias. "If nothing else, their wallets are telling them to shape up," she says.

Acosta and Carpenter, who have conducted the survey since 1978 and get a 70-76% response rate each year, mailed surveys to 882 NCAA schools.

More Women's Teams

The average number of intercollegiate sports for women this year reached a high of 7.22 per school reporting, with increases in all NCAA divisions. In 1978, the first year studied, the average was 5.61. Basketball ranked as the most popular women's intercollegiate sport, followed by volleyball, tennis, cross country, softball, track, soccer and 14 others.

More Women's Intercollegiate Teams

Year	No. of Sports per school
1994	7.22
1989	7.19
1984	6.90
1979	6.25

More Women Head Coaches

Women now hold 49.4% of the head coaching jobs, up from 48.1% in 1993 and 48.3% in 1992.

In 1972, when Title IX mandated gender equity on campuses receiving federal funds, more than 90% of head coaches of women's teams were women, but the number dropped to 58.2% by 1978.

More Women Head Coaches of Women's Teams

Year	Percent Women
1994	49.4%
1990	47.3
1986	50.6
1982	52.4
1978	58.2

Compared to 10 years ago, there are more jobs coaching women's teams, and more of the new jobs are going to women. Overall, in 10 years men have gained 766 new jobs compared to only 285 for women. But in the past two years, women have gained 273 new posts compared to men's 146.

Sex of the hiring administrator makes a difference. In programs where the top administrator is a woman, 57.1% of the coaches of women's teams are women. In programs headed by men, only 47.4% of coaches of women's teams are women.

More paid assistant coaches, the coaches of tomorrow, are women, a good sign. At Division I schools, 62% of the paid assistants are women, up from 59.8% in 1992. In the past two years, women gained 100 new paid assistant posts.

More Women Administrators

More women's programs are being led by women administrators than at any time in the past 14 years, 21% across all divisions, they report.

Again, before Title IX in 1972, women administrators led more than 90% of women's programs. By 1980, the percentage dropped to 20.0%, and by 1990 to 15.9%. But the good news is that by 1994, the rate increased to 21.0%.

More Women AD's of Women's Programs

Year	% Women	Change
1994	21.0%	+ 5.1%
1990	15.9	+ 0.7
1986	15.2	- 1.8
1984	17.0	- 3.0
1980	20.0	

In addition, they report that women hold 33.3% of administrative positions in women's programs, an increase from 30.8% in 1992. For the first time in 10 years, fewer than 25% of all intercollegiate athletic departments have no woman administrator. ■

For a copy, send a #10 SASE with $.52 postage to Acosta/Carpenter, Phy. Ed Dept., Brooklyn College, Brooklyn NY 11210.

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California Law Requires UC to Reveal Cost of Bias Suits

Buried within California's new state budget is the requirement that the University of California system detail its progress toward gender equity on campuses and its legal expenditures to fight bias claims, and submit results to legislative committees annually until the year 2000.

The new rules come as a result of difficult times for UC. Having spent literally millions of dollars in defending itself against alleged illegal sexual discrimination in recent years, UC came under direct attack by state Senator Art Torres and Assemblyman Tom Umberg this spring.

Women's Groups at Work

Key testimony at a March forum at UC-Irvine by WAGE (We Advocate Gender Equity), the local AAUW chapter and other women's groups concerned about bias on UC campuses prompted Senator Torres to hold up passage of California's budget until it included reporting requirements.

After a dozen UC faculty women at the forum repeated similar tales of lies, broken promises, discrimination and humiliation, Torres said, "My God, my property taxes are paying for this?"

UC-Davis Professor of Law Martha West said illegal bias against academic women has worsened. While women earned 44% of the PhDs nationwide, women hold only 18% of the UC faculty jobs and 30% nationwide, she said.

In 1987 the percentage of tenure or tenure track women at UC was 14%, compared to the national average of 20.7%, she noted. She calculated that at this rate, it would take UC 83 years to reach 50% of the faculty being women, and suggested that 50% of the new hires be women, to accelerate the change.

Medical schools are even worse, according to UC-Davis Professor Leigh Segal, who in 1993 won a seven-year legal battle for tenure. She said between 1987 and 1991, searches for 135 positions yielded no women who made it to the interview stage.

Only 9.2% of the UC-Davis medical school's tenure track faculty are women, she said, compared to the national average of 20%.

Enormous Legal Fees

Legal fees of $250,000 for a bias lawsuit against UC forced one faculty woman to sell her house. Many other UC faculty women told of being fired, suffering depression, damaged reputations and demotions to low-paying and adjunct jobs.

A legislative analyst reported that the UC general counsel's office defended 69 cases of sex discrimination in the past six years, plus 11 tenure review cases, spending nearly $3 million for outside counsel alone.

"Senator Torres was especially outraged at the cost of litigation–both in human and financial terms–to the individuals who must resort to gender discrimination lawsuits and to the taxpayers of the state who pay the legal fees of UC and its administrators charged in these lawsuits," according to an article in the upcoming WAGE newsletter.

It Started in a Living Room

WAGE is the group originally assembled three years ago to support mathematician Jenny Harrison in her successful seven-year fight to win tenure at UC-Berkeley. Having been instrumental in her success, it is now fighting for gender equity for women academics on all UC campuses.

A WAGE representative said the groups especially hope for progress toward gender equity at UC-Irvine, because Chancellor Laurel Wilkening, Executive VC Spencer Olin and the new head of the medi

It Only Makes ene

Beginning January 1, 1995, the University of California must report to the legislature:

- Legal expenditures for defending lawsuits and appeals of academic appointments and tenure disputes that include a claim of discrimination, including the cost of using external counsel;
- The number, gender and ethnicity of faculty hired, reviewed for tenure, granted tenure, denied tenure, and seeking review of tenure decisions, for the most recent academic year and the most recent five-year period;
- Its source for figures that reflect the availability pool of women for academic positions, by rank, and in comparison to those employed at UC, and
- Progress toward reform and streamlining the tenure appeals process.

cal school all advocate equity for women.

A representative of U.S. Senator Barbara Boxer (D-CA) reported that Boxer is also concerned about gender inequities on campus and is interested in pursuing remedies at the federal level.

For more information contact WAGE leaders Leigh Segal at (916) 752-7770 or Charity Hirsch at (415) 526-8953, or Senator Art Torres' office at (213) 620-2529. Information for this article also came from the *Irvine World News*, *The Orange County Register*, the University of California-Irvine *New University* and *The Los Angeles Times*.

Good Sports, Inc. Offers Insiders' Help To Assure Gender Equity in Athletics

Most schools truly want to be good sports and offer equal opportunities for women in athletics, but they are perplexed about how to do it legally on their own campuses, according to Valerie M. Bonnette. She recently shed her federal watchdog role after 15 years to open her own shop that consults directly with colleges and universities.

Schools are reluctant to spend money and make long-term commitments, says the former insider, when there is so much flexibility in interpretation. "On-site technical assistance is the best way for schools to get help," she says. The reason? It saves time and stress, and is more likely to produce better results than the confrontational approach of a federal investigation, she explains.

"It's a lot more cost effective to have me review their program and get accurate and quick answers to where their compliance programs are, and how to address problems, than to find out in court or in a resource draining federal investigation," she notes.

Stress, wasted staff time and bad publicity often can be avoided, she says, by just a phone call.

And the cost? "I'd like to think that I can work something out with any school, something feasible for them," she says. "If I were independently wealthy, I'd do this for free." Her assistance can range from answering a few questions over the phone to the equivalent of a full-scale federal investigation.

As a senior policy analyst for the Office of Civil Rights, Bonnette co-authored the agency's 1990 Title IX athletics investigator's manual, conducted on-site investigations and helped organizations and schools meet equity requirements in athletics.

When her offer to provide on-site technical assistance to schools through the OCR was put on the back burner by the agency, she explains, "I got tired of sitting around and aging."

Bonnette recently authored a major section of the new NCAA resource book on Title IX, covering 13 program components, using a red-flag approach that explains briefly about each factor, compliance indicators and problems.

And if push comes to shove, Good Sports, Inc. provides legal services from retired OCR attorney Mary von Euler, who is under contract to them.

Contact Valerie M. Bonnette, Good Sports, Inc., Box 3003, Oakton VA 22124; (703) 648-9022.

Disabled Student Saws Off Barrier

A carpenter for 12 years before becoming disabled, University of Wisconsin law student Bridget McGuire revved up her circle saw before class and calmly cut off the end of a desk to allow her wheelchair to fit among rows of her classmates.

Frustrated by a law school that was flexible on her schedule but stiffed her by providing space only in the front or back of the class "like a student who's being punished," McGuire had met with law school officials repeatedly before being advised to consider transferring schools.

Before class started, she explained to fellow students what she was doing and why. Her actions drew applause from her classmates, and the comment from Professor Jane Schacter: "I told you we'd try to make Civil Procedure interesting."

A spokesman for the National American Disabilities Network agreed that making a person in a wheelchair sit in front or back isn't considered integration. "She has paid the same tuition, and she is due as part of that tuition to participate as any other student would."

Her action "raised very critical issues about whether the university responded appropriately to her requests for accommodation," said Associate Dean of Students Roger Howard. It also initiated a meeting between McGuire, her attorney and the university's legal counsel/disabilities coordinator.

Classmate Bobby Jackson said, "I think her actions were appropriate as far as she exhausted every possible administrative remedy, in order to effect equal participation and gain accessibility that any disabled student should have... she's protecting the freedoms and rights for all individuals."

The *Daily Cardinal* and *Badger Herald* student newspapers reported the act on September 8, 1994.

WOMEN IN HIGHER EDUCATION

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NEWSWATCH

$7.1 Million for Harassment Will "Rewrite the Rules for Workplace"

A legal secretary who was harassed at work and whose employer failed to back her up, won a $7.1 million judgment against the world's largest law firm, about 10% of its net worth.

"The message is that if an employer is in a position to know that this is going on and fails to take effective remedial action, they are going to get hurt," plaintiff Rena Weeks' lawyer said.

Reported harassment incidents included one of the veteran partners at Baker and McKenzie of San Francisco, dropping M & Ms into Weeks' breast pocket, and holding her arms behind her back to see which breast was bigger.

Employers feared the ruling might put a chill on office relationships, but could result in more work done and less sexual banter, according to the *Wisconsin State Journal* of September 7, 1994.

OK To Cut Men's Team for Equity

If it's necessary, drop a men's team yet save a women's team in the same sport to remedy past discrimination. So ruled a federal court hearing an appeal of a lower court decision on the University of Illinois-Champaign's decision to drop its men's swimming team. A U.S. District Court had approved the university's action, and last month the appeals court agreed.

Considering gender as a factor in decisions to start or drop teams is legitimate to protect the interests of "the disproportionately burdened gender" under Title IX of the 1972 Education Amendments, the court said.

That brings to three the number of federal appeals courts that have affirmed lower court rulings to protect women's teams, according to *The Chronicle of Higher Education* on September 14, 1994.

A Middle Ground: Equitists Form Feminist Network, Hold Conference

Uncomfortable with a forced choice between women's politics of the right and left, a sociologist at American University's school of justice, law and society started an organization that believes in freedom, choice and equal opportunities for women.

Rita J. Simon started the Women's Freedom Network for women like herself, who strive for equity but do not believe there is a war between the sexes, or that men are their enemies.

"Sometimes men are as supportive as women on issues like equal pay and abortion, and we believe that women should have the dignity to make their own decisions," Simon said. "If a woman wants to stay home and raise her kids and bake cookies, it should be as legitimate and dignified a choice as being on the Supreme Court."

The group has a quarterly newsletter and is sponsoring its first conference in Washington DC October 1-2. Scheduled keynoter is Christina Hoff Sommers, author of *Who Stole Feminism?* For more information, contact the Women's Freedom Network at (202) 885-2965.

Lawsuit Spurs Gymnasts' Return

The University of Bridgeport decided to reinstate its women's gymnastic team after nine athletes filed a lawsuit in federal court claiming that the school discriminates against women athletes.

"Even though we thought we could win, we decided we'd lose. It wasn't worth the fight, the dollars and the negative press," according to George Mihalakos, the school's legal counsel.

Also at issue was the women's softball team. While the school claimed it had 12 players, the coach testified to the OCR that it had only 6 players and no regularly scheduled practices.

"For games, they had to run around the dorm rounding up enough players to field a team," said Michael Stratton, the athletes' local counsel.

The athletes retained Trial Lawyers for Public Justice, a Washington DC public interest law firm that has won most of the nation's key cases involving Title IX lawsuits, who hired Stratton.

The athletes will drop the lawsuit only if the school agrees to pay legal fees, addresses the issue of its neglected softball team, and guarantees to protect women athletes' rights on campus in years to come, according to Stratton.

"We don't want to have to come back to court again next year," he said.

$232,000 for Harassment at U of Wash.

Fellow employees hung nudie posters. They watched the Playboy channel at work and made suggestive comments to electrician/plumber Deborah Tucker. She had enough, suing the University of Washington for harassment in 1992.

Last month a jury awarded her $232,000.

University officials, who said they removed the posters the day they were notified and tried to end other inappropriate behavior, had not decided whether to appeal, according to *The Chronicle of Higher Education* of August 17, 1994.

AAUW: "Change the Future for Women"

Five stipends of $5,000 each will provide summer postdoc fellowships for full-time or adjunct faculty who want to encourage women students.

The stipends provide summer sabbaticals for women whose teaching during the regular year restricts active original research, especially that involving "student participation," a term deliberately left vague to encourage a wider range of thinking.

Proposals are requested by November 1 and required by November 15. For details or an application packet, call AAUW Educational Foundation Fellowships, (319) 337-1716, ext. 28.

Let's Play The Negotiation Game!

(Ed. note: Negotiating is a key leadership skill for women on campus, but many women still refuse to participate. Men see it as a game, like bridge, and enjoy the contest. Why can't women learn to play as well? This article starts a two-part series on how to play the negotiation game. Next month: How to Negotiate a Higher Salary.)

While many consider negotiation a male-dominated skill, women actually engage in the process as often as men, asserts Audrey D. Hawkins, Director of Education Talent Search at Paris Junior College (TX).

At the 1994 Women in Higher Education conference sponsored by the University of Texas, Hawkins discussed how to negotiate and get what you want, by planning, listening and acting.

Who Plays the Game?

Hawkins cites a survey of 100 female and male administrators in Texas public schools, colleges and universities reporting their negotiating activities.

While 64% of the men say they negotiated more with their supervisors and colleagues than with anyone else, the same percentage of women report negotiating more with subordinates, students and family members. Negotiating with subordinates is virtually always less threatening than with superiors, so women are more inclined to do it.

Both women and men report negotiating most frequently at work over schedules, salary, staff evaluations, subordinate grievances, federal grants and working with other offices and units.

The Role of Gender

Women feel that gender plays a significant role in the negotiating process. Almost three fourths of the women surveyed (73%) remembered being in a professional or personal negotiating situation in which they considered gender to be a factor in the process and/or affected its outcome. Only 2% of the men recalled being in a similar situation.

A woman administrator at a HBCU writes:

"My gender has proved to be both a benefit and a hindrance. In many cases... I had to utilize other skills or abilities to prove my point. It might have required me to: 1) be more assertive or aggressive; 2) arm myself with knowledge, or 3) outthink or outsmart my opponents. I've had to use similar skills in dealing with situations where race was an issue."

Another woman administrator writes:

"I think the most difficult kinds of negotiations take place with people who don't see reality the same way you do. I deal with male students who originally came from Middle Eastern countries like Saudi Arabia. My experience is that they are unaccustomed to negotiation with women at all. They will reject from a woman the same suggestion they would readily accept from a man."

Chicago attorney Laurel G. Bellows, past president of the Chicago Bar Association, says women are seen as more intuitive and detail-oriented than men, and good at building relationships and consensus, and being creative.

While these assets work well in "nonpositional" negotiation, where the parties are using creative and cooperative methods to come up with a plan that helps both sides, Bellows notes that many of today's negotiations are more adversarial and confrontational.

When women go to the bargaining table, "they want to make friends," she says. While being friendly may make the session feel more pleasant, without a solid strategy you sacrifice effectiveness.

Choosing Your Battles

Although almost everything is negotiable, says Hawkins, it's best to choose battles according to your own personal values:

- Determine your level of comfort in a particular negotiating situation.
- Assess your needs to determine whether they will be met through this process.
- Decide whether the benefits are worth your investment of time and effort.

DJ

Keys to Success

Having established your goals and determined that they're worth the effort, it's time to prepare.

According to the ***Black Book of Executive Politics***, these smart preparations will help:

1. Keep things simple. Condense your ideas into a few sentences, minimizing paper at the session.

2. Structure your presentation. Present your biggest idea first. If it is well received, go on to make your second and third points. Don't preamble your ideas; it weakens your stance.

3. Anticipate objections. Predict how others are likely to react to your proposal, based on their treatment of similar proposals in the past. Anticipate likely objections and prepare effective responses.

4. Build in some sacrifices. To protect what you really want, add in a few things you'd like, but are willing to part with. This gives you room to bargain without giving up what means the most to you.

5. Don't try to score all the points. Your position will be stronger and more likely to gain cooperation if you accept some ideas from your critics, getting them to buy into the idea. Establish what you want, but also consider what others want.

6. Meet resistance flexibly. We tend to overreact when anyone raises questions about a project we care about strongly. Resist the temptation to get defensive; it's best to treat objections lightly and try to foster an atmosphere of cooperation. This plan makes it seem your project is already underway. If negotiations stall completely, try to figure out what aspect of your proposal is really bothering the other side, by reading between the lines. As a last resort, consider giving up one of your "sacrifice chips."

7. Don't give away the store. Retain your core values. It's okay to accept modifications to your plan or idea, as long as what's important to you or to the project stays intact. If it looks as though you'll lose what you're most committed to, offer to withdraw the entire proposal for further development. Otherwise, you may find yourself supervising a project that's not yours anymore.

8. Rise above politics. Try not to consider who your opponents are when you're actually making a presentation. Don't betray any aggressive feelings toward your opponents or act condescendingly toward them, even if you think they are stupid – and even if they are. The more important your proposal, the more vital it is to appear to have the interests of the entire organization at heart.

IN HER OWN WORDS

Models and Mindsets: Women's Ways Point to Science's Future

By Summer P. Savon, PhD
Assistant Professor of Biochemistry
Lake Erie College of Osteopathic Medicine PA

As he spoke, I grew more uncomfortable. Although I realized he was just giving his honest opinion, it was a viewpoint I had heard in the past, sometimes even in my own voice.

"I'm in science because I think of all these molecules as if they were cars. I enjoy working on machines, taking things apart, changing them around, and finally putting them back together again. In the mind's eye, this is exactly what molecular biology is, a series of manipulations of tiny mechanical objects.

"Why are you in science?"

The Design of Science

I'm not particularly drawn to open hood surgery on my Honda, nor set atwitter by reprogramming my VCR. What does enrapture me about science is that I envision molecular assemblies as expressions of great aesthetic design and beauty. In particular, I am a sucker for interdisciplinary, metaphoric ideas that connect individual molecular processes and concoct various "leitmotifs of life."

My friend and I share a commitment to our work in a manner that is strongly influenced by our individual personality attributes – and society.

Our personality characteristics are a complicated mixture of nature and nurture influences accumulating since day one. He undoubtedly exasperated his mother by disassembling watches and remote controls, just as my mother tolerated my mud pie sculptures incorporating household objects.

Unfortunately, in our culture a facility with machines is perceived as a male activity, and concern with beauty, either conceptual or concrete, is seen, often pejoratively, as a female activity.

Cultural stereotypes of feminine and masculine attributes ultimately belittle both sexes, although they do represent society's superficial understanding of universal psyche-ordained behavioral patterns.

Complementary Angles

Biology is NOT destiny. It's just an interesting starting off place, providing the rich philosophical grist that the world's cultures have milled into enchanting mythological motifs. The gifts of both genders should ideally exist in harmonic yin/yang fashion for maximal character development.

This is not always recognized, however, and historically much harm has been done by a dominant value system that overvalues male qualities and devalues female qualities.

Males Dominate Science

Modern science, as a product of Western culture, has fully absorbed this male bias, as shown by both the development of experimental theory and the behavior of individual scientists. The men I have met in molecular biology reflect the masculine viewpoint that pervades current scientific thinking.

The majority of women scientists who are content and thriving also have a principally masculine point of view. The women in research who tend to espouse more feminine-type outlooks often struggle more within themselves, contemplate career changes and express dissatisfaction with current trends in experimental science as a whole.

When Women Do Science

Reintroducing the power of feminine principles into science does not require vacuuming out all masculine insights, but simply provides an alternate viewpoint, which can revitalize and redirect research efforts as we head into the 21st century.

Patterns of relationship that women establish tend to be less competitive, and more cooperative. There is no need for exclusive domination, either in terms of personalities or mental constructs. As a result, women-guided groups are less likely to see particular theories as self-aggrandizement vehicles, to fall into ego-traps of tunnel vision, or to structure thought as a series of isolated hierarchies.

> *It is becoming apparent that female insights such as connection, introspection, intuition and complexity of relationship are more appropriate concepts to describe what we now know about reality.*
>
> – Summer Savon

The fierce competition prevalent in modern science is an outgrowth of the traditional male competitive viewpoint which, due to a history of gender exclusivity, has not been tempered by the feminine tendency toward cooperation. In the extreme, this leads to an "initiation mentality" in which underlings such as grad students and RAs are exploited as expendable workhorses.

Synergistic Unions

Darwin's recognition of the importance of competition in nature has been subconsciously used as a justification for the "survival of the fittest" atmosphere that pervades most research labs. But a greater inclusion of the female perspective will titrate this thirst for conquest with a drive toward cooperation, in which optimal progress results from a synergistic union of effort by all participants.

Although science has begun to value concepts such as symbiosis and cooperation in nature, the scientific working environment does not yet reflect this philosophical change.

Current scientific advancement in other fields reinforces that strict analytical linearity is not the ultimate tool for description of the universe.

In fact, the writings of David Bohm and John Briggs stress the limitations of the mechanical model of nature and point instead to a view of physics in which uncertainty, randomness and subjectivity, *not* objectivity, are fundamental realities.

It is now understood that theory based on discrete elementary particles is limited, and that nature is composed of inseparable levels of organiza-

tion. Chaos theory also illustrates the interrelatedness of natural phenomena that transcends the traditional, and indicates that causal relationships may be far less direct than Newton suggested.

Relationships Are Complex

These theoretical developments herald a movement away from the hierarchical male model of Western science. Instead, it is becoming apparent that female insights such as connection, introspection, intuition and complexity of relationship are more appropriate concepts to describe what we now know about reality.

Reintroducing feminine perspectives into the philosophy and practice of modern science can enrich experimental life immeasurably. Researchers' creativity can be enhanced by questioning implicit biases and bringing to consciousness (and maybe transcending) culture-based systems that form the context in which all life is viewed. Intuition can guide intellectual work by providing a subconscious burst of insight that can expedite problem resolution.

Finally, having a sense of extended connections between natural systems can lead to asking questions on higher levels of relationship and novel hypotheses that merit investigation.

Women Scientists Connect

Although women, on average, publish fewer scientific papers than their male colleagues, their work generates more widespread interest and receives more citations by other scientists.

This is due, in part, to their ability to see the interrelatedness of processes, with the effect that their work relates usefully to the endeavors of a wider range of fellow researchers.

At a time when science is in danger of taking the *reduction ad absurdism* approach to an extreme that soon will no longer be useful or fundable, a reciprocal movement *addition ad elucidum* is gaining. Very exciting new interdisciplinary links, such as psyschoneuroimmunology, immunogenetics and neuroendocrinology, are forming.

Different Publishing Strategy

Currently, the operational dictum is to create the greatest number of LPUs (least publishable units) as separate journal articles, thereby maximizing the publications in the *curriculum vita*.

Women scientists, however, are less inclined to subdivide their results to such a high degree, not because they aren't interested in optimizing their career growth, but because they simply do not find it satisfying. Instead, they wait until a more substantial body of evidence accumulates.

Their approach again reflects the feminine-type imperative that values transcendence of the self, and applies to both intellectual networks of ideas and physical communities of co-workers.

Nor do women scientists totally reject the traditional. From a personal standpoint, I'm more than willing to include the masculine vision in my scheme of things. In fact, I have recently developed a heightened interest in cars, specifically Saabs, because they certainly are well designed.

Dr. Savon is currently assistant professor of biochemistry at LECOM, where she constantly harangues her students to transcend the limitations of cultural stereotypes of all types. She can be reached at (814) 866-8154 or (216) 321-1693.

A Case in Point: Architectural Education

Women's entry rates into architecture during the 1980s reflect the trend of reduced entry into male-dominated fields. The percent of architecture bachelors degrees earned by women grew by 27% from 1980 to 1985, but by only 10% from 1985 to 1990.

The number of women's masters degrees increased by 21% from 1980 to 1985, but by only 5% from 1985 to 1990. Women PhDs went from a whopping 56% increase from 1980 to 1985 down to a 12% increase from 1985 to 1990.

To get the story behind the numbers, two architecture professors surveyed women colleagues. Their conclusion: Women are isolated and marginalized due to a dominant, hierarchical "star-system" and the "gendering of genius."

Architectural education promotes a cult of mystique surrounding individual prowess– the "master-builder," say Sherry Ahrentzen, University of Wisconsin-Milwaukee, and Linda Groat, University of Michigan-Ann Arbor. As a result, students believe they must work alone and guard their ideas closely, precluding dialog or multiple ways of learning.

Noting "the master is always a mister," the researchers point out that women architects and women-designed structures are virtually absent from textbooks and courses.

"The inclusion of women in architectural history would most likely question the supremacy and potency of the solitary 'starchitect' and reveal the collaborative nature of architecture," they assert.

Not just women architects and students but society as a whole would benefit from a more diverse and inclusive conceptual model of architectural education, the researchers conclude.

Their 1992 survey, conducted under the auspices of the Association of Collegiate Schools of Architecture, also reveals gender imbalances: Only 18% of women have tenure, less than half the percentage of men, and women hold only 3% of tenured faculty and administrative leadership positions.

JH

... campus leaders need to continue dismantling social and structural barriers, through education, example, and legal means if necessary.

– Jerry A. Jacobs

Rate of Women Entering 'Male' Fields Hits a Plateau

More and more women are entering traditionally male fields, right?

Wrong, says Jerry A. Jacobs, University of Pennsylvania sociologist.

In fact, the trend toward increasing gender integration of college majors and graduate degrees slowed dramatically in the last decade, he notes.

Analyzing data from the National Center for Educational Statistics, Jacobs found that gender segregation by field among bachelors degree recipients declined from 1980 to 1985 at a steady pace of 13.6%, continuing the trend seen in the 60s and 70s. But from 1985 to 1990, the segregation decline slowed to just 3.3%. Among masters recipients, the decline in segregation dropped from 11.2% to 1.3%, just barely holding steady.

Gender segregation among PhDs, which also declined in the 60s and 70s, actually rose by 4.3% from 1980-85, increasing to 7.7% by the second half of the decade.

Growth in Fields A Factor

For undergraduate degrees, strong growth in a few increasingly integrated fields (business, communications and computer science) boosted the figures for the decline in segregation during the early 1980s. Segregation declined much less markedly, if at all, in most other undergrad fields.

The pattern was reversed for masters, doctoral and professional fields. There growth occurred in the more segregated graduate programs of business, engineering, nursing and physical sciences. But the relatively integrated fields (law, education, social sciences, life sciences and letters) all shrank in size, magnifying the overall trend, Jacobs reports.

Segregation Increases During College

In the late 70s and early 80s, each succeeding entering class was less gender-segregated in their intended fields of study. But by the time they graduated, the segregation had increased slightly.

The evidence suggests, Jacobs says, that "colleges were more conservative in their influence on the choice of majors than were contemporaneous social influences outside the confines of campuses.

"Far from being the bastions of politically correct feminist ideology, colleges and universities actually molded men and women into slightly more sex-traditional academic pursuits in recent years."

By the mid eighties, even the trend toward decreased segregation among first-year students had slowed. And now, "since in recent years the college experience tends to slightly *increase* segregation, there is little on the horizon to indicate that declines in sex segregation are likely to be in the offing," Jacobs warns.

Why More Segregation?

Theorists have offered a variety of explanations, but most are not supported by data, says Jacobs:

• **Women choose fields to minimize work-family conflicts.** But their numbers grew most in the least family-friendly fields: medicine, law and business. And traditionally female fields like nursing, with night and weekend work, aren't so family-friendly either.

• **Women's choices reflect economic prospects.** This would explain why women started entering traditionally male and high-wage fields, but not why the desegregation trend has *slowed* so much.

• **Math phobia keeps women out of hard sciences.** If it doesn't keep them from earning more than one-third of all math and computer science degrees, why would it deter them from engineering and physics? Undergrad degrees in business require statistics, and women earned nearly half of those awarded in 1990.

• **Women are less well prepared for hard sciences/engineering.** Studies show that many women students are as well or better prepared academically than men, yet still have higher attrition. The number of women in engineering and hard science "by no means exhausts the pool of women with the talent and background to succeed in these areas," says Jacobs.

• **The social climate has stabilized in its support for women's choice of nontraditional fields.** Jacobs finds this explanation persuasive. "During periods of rapid social change in women's roles, we should expect individuals to change their attitudes and behavior as well as observing change across cohorts. During more stable social periods, both individual and cohort change should decline," which he says is exactly what happened at all levels.

Women Get the Big Picture

The slowing of desegregation rates may also reflect women's increased knowledge about the reality of working in traditionally male fields.

While more self-assured, ambitious women continue to enter those fields at a constant rate, legitimate concerns about professional isolation, glass ceilings, sexual harassment and other roadblocks may deter women with equal talent but less certainty, confidence or die-hard dedication. Removing the roadblocks to women would help.

To make male-dominated fields accessible to a broad spectrum of women, campus leaders need to continue dismantling social and structural barriers, through education, example, and legal means if necessary. At the same time, they need to focus on the women students themselves, ensuring that those in the pipeline receive the support they need.

When women avoid or leave a field despite having talent and interest, it's a loss not just to them but to their school, the field, and society.

And What About the Men?

Integration of fields is a two-way street, yet Jacobs notes that men have not entered women's traditional fields in significant numbers, despite substantial salary increases in fields like nursing. He'd like to know why not.

JH

Jerry A. Jacobs presented his research at the meeting of the American Sociological Association in Los Angeles, August 9, 1994. He can be reached at (215) 898-7664.

CAREER CONNECTIONS

Reach 9,000 women in higher education here for only $230.
Call Chris Carman at (608) 251-3232.

Fitchburg State College
President

The Board of Trustees of Fitchburg State College invites applications and nominations for the position of President of the College.

Fitchburg State College is conducting a search for a successor to President Vincent J. Mara, who will retire at the end of the 1994-95 academic year following nineteen years of distinguished leadership at the college. The Presidential Search and Screening Committee will commence activities in mid-fall and the successful candidate will assume office prior to the start of the 1995-96 academic year.

Candidates will be expected to demonstrate a record of significant achievement in college teaching and in senior administrative positions. An earned doctorate is required. Candidates will be considered with regard to their ability to provide leadership in the pursuit of the institution's defined mission.

Applications and nominations should be sent to:

Chairperson,
Presidential Search Committee

FITCHBURG STATE COLLEGE

160 Pearl Street, Fitchburg, MA 01420

Application Deadline is November 30, 1994

Fitchburg State College is an affirmative action/equal opportunity employer and especially invites and encourages applications from women, minorities and persons with disabilities.

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THE UNIVERSITY
As the largest state university of the Minnesota State Universities, St. Cloud State University offers comprehensive academic programs serving 14,000 undergraduates and 1,400 graduate students.

Since its founding in 1869, the university has grown and expanded its mission to include national and international needs. Many academic programs are unique to the state and nation. A number of international study center locations enhance the opportunities for global experience and understanding for SCSU students and faculty. At the same time, the university remains loyal to its obligation for making its resources available to meet the evolving needs of Minnesota.

The university is committed to the scholarship of women and various cultural groups and to the values of a diverse society and multicultural world. The university actively seeks students, faculty, staff and administrators who are committed to this goal.

THE COMMUNITY
The city of St. Cloud, located about 70 miles northwest of Minneapolis-St. Paul, is the fastest growing region in Minnesota with a metropolitan area population exceeding 100,000. Situated on the banks of the Mississippi River, SCSU plays important educational, economic, and cultural roles in the Central Minnesota region.

GOVERNANCE
By tradition, policy, and collective bargaining agreements, educational policies are jointly determined through participation of faculty, students, administration and the statewide governing board. Campus faculty and administration exercise the primary role in academic matters.

In July 1995, SCSU and the other six state universities, along with 18 community colleges and 37 technical colleges, will be merged into a single system directed by the Minnesota Higher Education Board.

CRITERIA
An earned doctorate or a record of significant scholarly or creative achievement is required. College/university teaching experience is expected. Strong interpersonal, writing and public speaking skills are required.

SCSU is seeking a presidential candidate who has demonstrated evidence of the following:

Academic
- Achievements establishing ability to provide strong academic leadership
- Strong commitment to and support of academic excellence: faculty teaching, research, scholarship, and students' academic success
- Visionary leadership in a changing environment

Administration
- Excellent administrative skills
- Effective skills in planning and managing complex budgets to meet short and long-term needs
- Effectiveness in securing and developing significant resources from public and private sources
- Effective skills in negotiating creative solutions to issues confronting higher education

Fostering Community
- Commitment to open communication, democratic decision making, and consensus building within a collective bargaining context
- Participating in and enhancing an accessible and respectful university community of students, staff, faculty and administrators
- Ability to advocate effectively for the university with public and private constituencies
- Active participation in fostering a positive relationship between the university and the surrounding community

Diversity
- Achievements in advancing the goals of affirmative action, cultural diversity and equity in education and employment
- Commitment to the goals of international and multicultural education

Nominations for the position are encouraged. An applicant must submit a letter of application which addresses the applicant's abilities and accomplishments as they relate to qualifications described above; a current resume; and the names, addresses, and home and office telephone numbers of at least five references which include faculty, student, and community leaders. Letters of reference are NOT requested at this time.

Further information will be provided upon application or nomination. Review of applications will begin in November 1994. Applications received after November 11, 1994 cannot be guaranteed consideration. Appointment is March 30, 1995, with service commencing on July 1, 1995, or as soon thereafter as possible.

Applications, nominations, and inquiries should be addressed to:

Dr. Manual M. Lopez
Vice Chancellor for Academic Affairs
Minnesota State Universities
555 Park Street - Suite 230
St. Paul, MN 55103
(612) 296-6870
Confidential FAX (612) 297-3145

The Minnesota State Universities and St. Cloud State University are equal opportunity/affirmative action institutions

THE MINNESOTA STATE UNIVERSITIES

President
The University of Illinois

The University of Illinois invites nominations and applications for the position of President. The president is selected by the Board of Trustees and serves as the chief executive officer of the two-campus university. The position will be available September 1, 1995.

The criteria that will be used in the selection of the President are available upon request.

Nominations or applications should be sent to:

Professor Janice M. Bahr
Consultative Committee to Assist in the Selection of a President
Room 352 Henry Administration Building
506 South Wright Street
Urbana, Illinois 61801

Review of applications and nominations will begin immediately.

The University of Illinois is an Affirmative Action/Equal Opportunity Employer.

Pennsylvania College of Podiatric Medicine
Philadelphia, Pennsylvania

PRESIDENT

The Board of Trustees of the Pennsylvania College of Podiatric Medicine invites nominations and applications for the position of President.

Founded in 1963, the Pennsylvania College of Podiatric Medicine is a four year, single track medical school which is one of only seven of its kind in the United States. The College is an internationally recognized center for podiatric medical education and for the care and treatment of lower extremity disorders and diseases. The College has a current enrollment of 438 students and operates an ambulatory clinic which treats 31,500 patients each year. The College's annual budget exceeds $12 million. The College is located in Center City, near Independence National Park and the historic district.

The College is seeking an individual who has high integrity and energy and is capable of providing strong leadership to the institution and to the academic podiatric medical community in a time of increasing change for medical education and health care. Specifically, the College is seeking an individual:

- capable of articulating a vision and role for the profession within the larger health care community,
- able to lead and effectively represent the podiatric academic community to the profession,
- with demonstrated abilities in academic leadership, strategic planning and broad relations, including board development, and
- with strong resource development skills.

A Doctor of Podiatric Medicine (D.P.M.) Degree, although desirable, is not required for consideration.

Nominations and applications with résumé should be sent to:

PRESIDENTIAL SEARCH COMMITTEE
PENNSYLVANIA COLLEGE OF PODIATRIC MEDICINE
EIGHTH AT RACE STREET
PHILADELPHIA, PA 19107

The Search Committee will commence consideration of applicants on October 30, 1994 with appointment expected to be announced February, 1995.

Pennsylvania College of Podiatric Medicine is an equal opportunity, affirmative action employer.

THE COLLEGE OF WOOSTER

PRESIDENT

The College of Wooster, a selective liberal arts college dedicated to excellence in undergraduate teaching and curricular innovation, announces its search for the next President of the College.

After seventeen years of distinguished service, the ninth and current President, Henry J. Copeland, will retire at the end of the 1994-1995 academic year. The Presidential Search and Screening Committee is seeking nominations and expressions of interest in this exceptional leadership opportunity.

The successful candidate for the Presidency of The College of Wooster will possess significant academic and administrative experience. An earned doctorate or its equivalent is preferred. A distinguished record of leadership in higher education and/or other professional fields is essential. Leading candidates will have demonstrated the ability to articulate and champion the mission, aspirations, needs, and achievements of the liberal arts college or other comparable organization to a wide range of internal and external constituencies. Demonstrated excellence in teaching and scholarship is highly desirable.

The search will remain open until the position is filled. Since the Search Committee will begin screening candidates in mid-October, nominations and expressions of interest are encouraged well before then and should be submitted to:

John C. Dowd, Trustee Chair and/or
Mark A. Wilson, Faculty Chair
Presidential Search and Screening Committee
The College of Wooster
Wooster, OH 44691

All inquiries, nominations, and applications will be held in strictest confidence. The College of Wooster is an equal opportunity, affirmative action employer. It actively seeks and encourages nominations of, and expressions of interest from women and members of under-respresented populations, and members of these groups are invited to identify themselves.

Vice President for Student Affairs
University at Albany
State University of New York

The University at Albany invites applications and nominations for the position of Vice President for Student Affairs. Established in 1844 as the first normal school in the state, the University at Albany is the oldest state-chartered public institution of higher education in New York. During this, its Sesquicentennial year, the University is celebrating and reaffirming its tradition of excellence in education, access to the broadest possible spectrum of students, and commitment to public needs. Albany's broad mission as a University Center of the State University of New York is defined in undergraduate and graduate education, research, and public service, and the University maintains a wholehearted commitment to academic excellence, equality of opportunity, personal and academic growth, and an appreciation for the free exchange of ideas. More than 16,000 students are enrolled in the ten schools and colleges of the University, which is noted for its excellence and diversity.

The Division of Student Affairs, under the leadership of the Vice President for Student Affairs, plans, implements, and manages many student personnel and development services and educational programs that enhance the University's teaching, research, and service mission. In addition to a variety of supervisory, oversight, and service functions operating from the Office of the Vice President, the Division is comprised of seven major departments—Admissions and Financial Aid; Residential Life and Housing; Health and Counseling Services; Campus Life; Student Services; Public Safety; and Physical Education, Athletics and Recreation.

As the University's chief Student Affairs officer, this Vice President, one of five, reports to the President and is responsible for: supervising the administration and planning functions of all departments in the Division of Student Affairs; assisting students, through consultation, with regard to their needs and concerns; coordinating student information services; and planning and implementing a variety of student and staff development programs. The Vice President must be able to work effectively with students, faculty, administration, and the neighboring community.

In the context of the University at Albany *Mission Statement* and in partnership with other members of the University community, the Vice President for Student Affairs articulates the role of students and insures that the Student Affairs perspective is added to all other institutional perspectives. In order to assist the University in fulfilling its promise for the future, the Vice President is expected to provide the leadership for integrating programs and services that positively impact recruitment, retention, the quality of campus life and student living, and the development of students from diverse backgrounds.

As Co-Chair with the Vice President for Academic Affairs of the University's Co-Curricular Committee, the Vice President must be sensitive to the relationship between the academic and the personal lives of students in a major university and articulate the implications of that relationship to faculty, students, parents, administrators, alumni and others. In addition, the Vice President is expected to possess the leadership qualities that generate innovative ideas from staff and students and the management skills necessary for sound implementation. An earned doctorate is preferred.

The Search Committee will begin to review applications on October 18, 1994, and will accept applications until the position is filled. Nominations and applications should be sent to:

Dean Judy L. Genshaft, Chair
Vice President for Student Affairs Search Committee
c/o Office of the President
Administration 246
University at Albany
Albany, NY 12222

Applications from women, minority persons, handicapped persons, and special disabled to Vietnam era veterans are especially welcome. The University at Albany is an AA/EEO employer.

VICE CHANCELLOR
for
ACADEMIC AFFAIRS

The University of Nebraska at Omaha (UNO) is one of four campuses of the University of Nebraska System and is located in the heart of Nebraska's largest metropolitan area. UNO, situated on 88.5 acres, is surrounded by beautiful parks and residential areas and is a comprehensive university with over 100 undergraduate majors and 50 graduate majors, including several Ph.D. programs. A full-time faculty of more than 400 serves a student population in excess of 16,000. UNO is accredited by the North Central Association at the doctoral level and is striving for Doctoral II status in the Carnegie Classification.

The Vice Chancellor for Academic Affairs also serves as Dean for Graduate Studies and Research and is responsible to the Chancellor as UNO's chief academic officer. The deans of the Colleges of Arts and Sciences, Business Administration, Continuing Studies, Education, Fine Arts, International Studies and Programs, and Public Affairs and Community Service as well as the directors of the Aviation Institute, Center for Faculty Development, Honors Program, Institutional Research, Library, and Sponsored Projects report to the Vice Chancellor for Academic Affairs.

The Vice Chancellor for Academic Affairs is responsible for the leadership and overall direction of the teaching both at the undergraduate and graduate levels, research and creative activity, and public service functions of the University. The Vice Chancellor for Academic Affairs is expected to give strong leadership to strategic planning and budget management and be committed to enhancing the University's instructional and research mission.

Preferred qualifications include an earned doctorate in one of the disciplines within the University; a record of academic achievement in the discipline warranting the rank of full professor; a commitment to excellence in teaching and scholarly activities; a commitment to the role of faculty in governance; a record of administrative accomplishment; and the ability to interact and work effectively with faculty, administration, staff, and students in a collegial and multicultural environment.

Applications should include a letter discussing relevant experiences and accomplishments, a résumé, and the names, addresses and telephone numbers of three references. Review of applications will begin Friday, October 14 and will continue until the position is filled. UNO does not discriminate in its employment policies and provides reasonable accommodation for disabilities of applicants and employees. Applicants needing an accommodation should contact the A-line Affirmative Action Officer at (402) 554-2262. Direct nominations, applications and inquiries to: Del Weber, Chancellor, University of Nebraska at Omaha, Omaha, Nebraska 68182-0108; fax (402) 554-3555.

Iowa State University
DEAN OF STUDENTS

Iowa State University invites applications and/or nominations for the position of Dean of Students. This position reports to the Vice President for Student Affairs in the university organizational structure.

Iowa State University is a comprehensive, land-grant research university located in a community of 50,000 people known for its exceptional quality of life. Iowa State has a student body of 25,000 with a tradition of meaningful student involvement in campus life. The University offers graduate, professional, and undergraduate degrees through its nine colleges.

The units responsible to the Dean include: Student Organizations and Activities Center including Greek Affairs and Off-Campus Center, Women's Center, Recreational Services, Judicial Affairs, Adult Student Information Office, Disabled Student Services, and academic support services. The Dean, through personal example and policy development, would work to enhance the rights and articulate the responsibilities of students as members of the academic community, be viewed as an advocate for issues that will enhance the quality of student life, and would give creative leadership to the university's commitment to meaningful student development programs.

Qualifications: Ph.D. or equivalent terminal degree. Minimum of five years' experience in higher education with at least three of those years in direct leadership of people/programs. Evidence of involvement in professional and community organizations. A demonstrated commitment to equity and affirmative action issues. Successful teaching experience preferred but not required.

The successful applicant will demonstrate the following abilities: mobilization of human resources; good understanding of the learning processes and ability to communicate this understanding to the university community; speak and write with clarity and succinctness.

Salary: competitive and commensurate with experience and qualifications. Excellent fringe benefit package.

Submit a letter of application and resumé including the names, addresses and telephone numbers of three references to: Tom Thielen, Vice President for Student Affairs, 311 Beardshear, Iowa State University, Ames, IA 50011. Screening of applications will begin after October 15, however, applications and nominations will be accepted until position is filled. Iowa State University is an affirmative action employer and applications from all protected groups are encouraged.

Incarnate Word College
VICE PRESIDENT OF ACADEMIC AFFAIRS

Incarnate Word College, located in San Antonio, Texas, is a Catholic co-educational College of Liberal Arts and Professional Studies. Incarnate Word College was founded in 1881 by the Sisters of Charity of the Incarnate Word. The College mission derives from the mission of the Sisters and is characterized by a commitment to spiritual values, social justice, service, and the advancement of human dignity. The College's commitment to quality education is embodied in the forty undergraduate programs in the Liberal Arts and Professional Studies, fifteen graduate programs, and a College Preparatory Program. The College prides itself on its commitment to excellence in teaching, cultural diversity, and providing accessibility to higher education.

The Vice President for Academic Affairs serves as the chief academic officer under the direction of the President. The Vice President provides leadership, strategic planning, oversight and evaluation for all programs of education, research, and community service. The Vice President serves as a member of the President's Cabinet, the Commission on College Planning, the Academic Council, and many other policy formation groups on campus.

Candidates must possess the earned doctoral degree coupled with experience in teaching, scholarly/creative achievement, and administration of higher education. Candidates must also support the Christian values espoused by the Catholic Church and be willing to promote the Catholic character of The College. The College seeks an established academic leader who has proven successful in a collegial model of faculty governance and a community committed to teaching, higher education access, service, and the development of the student.

The salary is competitive. Application deadline is October 15, 1994. Nominees are invited to send a letter of application, a curriculum vitae, and a list of 3-5 references to: **Incarnate Word College, Academic Vice President Search Committee, Personnel Office - CPO #14, 4301 Broadway, San Antonio, Texas 78209.**

Incarnate Word College is strongly committed to enhancing the diversity of its faculty, staff and invites and encourages nominations of, and applications from women, members of ethnic/racial minority groups, veterans and people with disabilities. Individuals who require special accommodations in order to respond to this announcement and/or participate in the application process are encouraged to call (210) 829-6019 for assistance.

UCSB
UNIVERSITY OF CALIFORNIA
SANTA BARBARA

Vice Chancellor for Institutional Advancement

The University of California, Santa Barbara invites nominations and applications for the position of Vice Chancellor for Institutional Advancement.

UC Santa Barbara is a Research I University offering undergraduate and graduate degree programs through the Ph.D. and postdoctoral training. The student population consists of about 16,300 undergraduates and 2,300 graduate students; the faculty numbers more than 900. With excellent facilities for study, research and other creative activities, the campus fosters a tradition of close relationships among faculty and students. A member of the most distinguished system of public higher education in the nation, UC Santa Barbara is committed to excellence in scholarship, instruction and service to a multicultural public.

The Vice Chancellor for Institutional Advancement is responsible for the development and implementation of an overall campus plan to enhance the University's stature in ways consistent with the academic missions of research, instruction and public service. In consultation with the Executive Vice Chancellor and working with appropriate committees of the Academic Senate, the Vice Chancellor oversees all activities, programs and departments which advance the University's relationships with the external community. The incumbent provides strategic planning, leadership and coordination of the Development Office, Alumni Affairs, Public Affairs (Communications, Publications and Community Relations), Institutional Advancement, Finance and Administration, The UCSB Foundation, Governmental Relations and Public Events and Ceremonies.

UCSB seeks a Vice Chancellor with exceptional leadership, management, communication and interpersonal skills. Candidates are preferred who have a professional working knowledge of all aspects of alumni affairs, fund raising, university advancement and external relations, including experience in managing a complex organization. Preferred candidates also should have demonstrated ability to work with faculty, academic administrators and others to achieve the University's priorities and goals. An advanced degree is preferred but not required.

Salary negotiable. Though the position is open until filled, we encourage applications by October 15, 1994. Please refer to job number 94-08-045 BO. Send applications and nominations to:

Dr. Duncan Mellichamp, Chair
Search Advisory Committee for
Vice Chancellor for Institutional Advancement
c/o Office of the Chancellor
University of California, Santa Barbara
Santa Barbara, CA 93106-2030

UC Santa Barbara is an Affirmative Action, Equal Opportunity employer committed to fostering diversity in its faculty, staff and student body and welcomes applications from minorities, women and persons with disabilities.

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The University of Akron

Law School Deanship
The University of Akron
School of Law

LAW SCHOOL DEANSHIP – THE UNIVERSITY OF AKRON SCHOOL OF LAW invites applications and nominations to replace our current Dean, Isaac C. Hunt, Jr., when he steps down in July 1995 after eight years in office.

This position offers an exciting opportunity. We will be hiring several new faculty during the next several years due to anticipated retirements. The new Dean will play a vital role in shaping the school through faculty recruitment and refining and pursuing the agenda developed in the new Self-Study.

Fully accredited and a member of the AALS, the school offers both day and night divisions to some 600 students, 410 full time. The school is located on the edge of an attractive university campus, across the street from the University's performing arts center and close to the local, state, and federal courts.

The new Dean will be responsible for managing both the academic and administrative activities of the law school, strengthening the school's relationships with the rest of the University, the local community, the alumni, and legal education at the regional and national levels, and increasing private support for the law school.

The salary and benefits package is competitive. To receive full consideration, applications should be postmarked or received by October 15, 1994. We particularly encourage applications from and nominations of the disabled and veterans, as well as minorities and women. Nominations should be submitted as early as possible so that applications may be solicited by October 15, 1994.

Applicants for the position must have an earned law degree and administrative experience and should demonstrate evidence of outstanding academic, scholarly, professional, administrative, and leadership abilities. **All applications must contain a statement of the applicant's view of the role of the law school dean.**

Contact: Professor William S. Jordan, III, Chair, Dean Search Committee,
The University of Akron School of Law, Akron, Ohio 44325-2901.
Telephone: (216) 972-6751. Fax: (216) 258-2343.
Internet address: JORDAN@UAKRON.EDU.

The University of Akron is an Equal Education and Employment Institution

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DEAN
SCHOOL OF BUSINESS
ARKANSAS TECH UNIVERSITY
Russellville, Arkansas

Arkansas Tech University invites applications for the position of Dean of the School of Business.

Responsibilities: The Dean provides academic and administrative leadership to the School and reports directly to the Vice President for Academic Affairs. The Dean is responsible for, quality and effectiveness of instructional programs, curriculum, research, and administration of budget.

Qualifications: Candidates must meet the following requirements:

- earned doctorate in one of the disciplines represented in the School;
- successful teaching experience at the college or university level;
- commitment to and accomplishment in intellectual activities;
- leadership skills and administrative experience in an academic environment;
- ability to work with corporate and community sectors;
- competence in the development and administration of academic programs;
- experience with AACSB accreditation.

Salary: Commensurate with experience and qualifications.

Beginning Date: January 1 or July 1, 1995.

General Information: Arkansas Tech is a regional university of 4,700 students. The University is located in Russellville, a community of 23,000 on I-40, midway between the two principal population centers of the state, Little Rock and Fort Smith. Designated to serve the northwest quadrant of Arkansas, TECH has enjoyed steady growth in recent years. The School of Business offers B.S. degree programs in Accounting, Marketing and Management, and Economics and Finance. The Department of Accounting and the Department of Business and Economics comprise the School of Business which has 800 majors and 21 full-time faculty. It is housed in the Corley Building, which opened in 1968 and is equipped with the latest technology.

Deadline for Applications and Nominations: Closing deadline of October 15, or until the position is filled. Review of applications will begin in October.

Applicants must submit a letter of application and résumé along with the names, addresses and telephone numbers of three references. Nominations and applications should be sent to:

Hilda J. Turner, Chair
Search Committee
School of Business
Arkansas Tech University
Russellville, Arkansas 72801-2222

Arkansas Tech University is an Equal Opportunity, Affirmative Action Employer.

DEAN
Libraries and Learning Resources
BOWLING GREEN STATE UNIVERSITY

THE UNIVERSITY: Bowling Green State University invites applications and nominations for the position of Dean of Libraries and Learning Resources. Bowling Green State University is a state-assisted, residential institution of approximately 17,000 students in a wide variety of undergraduate programs, 60 master's degree programs, and 14 doctoral programs. BGSU has six undergraduate colleges, a two-year branch college, and a graduate college.

LIBRARIES AND LEARNING RESOURCES: The dean is responsible for overall administration of the William T. Jerome Library, the Frank Ogg Science Library, the Center for Archival Collections, the Institute for Great Lakes Research, the Popular Press, Instructional Media Services, and specialized collections of national significance. The dean reports to the Vice President for Academic Affairs and administers a system of approximately 1.8 million volumes and a budget of $7.5 million. Twenty-five faculty librarians and a staff of 115 report to the dean. BGSU's libraries and learning resources continues to play a major role in the development and implementation of the OhioLINK statewide system, serving as a test site for several related key developments.

QUALIFICATIONS: BGSU is seeking an energetic and visionary leader with a proven record of innovation in the management of academic libraries, with a demonstrated commitment to academic excellence and scholarship, and a record of significant professional participation, publication, and contribution. An earned doctorate is preferred, and a master's degree from an ALA-accredited library/information science program or equivalent is required. Candidates must possess a record of strong and creative leadership, an understanding and appreciation of traditional and evolving methodologies and techniques in research and teaching, and the planning and budgetary skills necessary to develop innovative, technologically advanced programs and services. The dean must continue major initiative involving OhioLINK and the local system (BGLINK), the construction and administration of a jointly-shared, high-density remote storage facility, staff development, planning the use of library space, multiculturalism, and fund raising.

APPLICATION: This fiscal year position is available January 1, 1995, although a later starting date is negotiable. Review of applications will begin October 28, 1994. Each applicant should submit a letter of application, a current résumé, and the names, addresses and telephone numbers of five current professional references. References will be treated in a confidential manner and will not be contacted until advanced stages of screening. Correspondence should be addressed to:

Ms. Norma J. Stickler
Office of the Vice President for Academic Affairs
Bowling Green State University
Bowling Green, Ohio 43403

BGSU is an equal opportunity, affirmative action employer.

EAST STROUDSBURG UNIVERSITY
DEAN
SCHOOL OF HEALTH SCIENCES AND HUMAN PERFORMANCE

East Stroudsburg University invites applications for the position of Dean of the School of Health Sciences and Human Performance.

The Dean reports directly to the Provost and Vice President for Academic Affairs and is the chief academic and administrative officer for the School of Health Sciences and Human Performance which includes the departments of Health, Movement Activities and Lifetime Fitness, Movement Studies and Exercise Science, Nursing, and Speech Pathology and Audiology. The School has approximately 1,000 undergraduate and graduate majors.

The Dean is responsible for the leadership in planning, organization, administration, and evaluation of the total education program of the School. The successful candidate will possess:

- an earned doctorate in a discipline appropriate to the School and significant experience as a faculty member;
- a successful record of creative and dynamic administrative leadership such as department chair, assistant or associate dean;
- a commitment to the principles of social equity and an understanding of and appreciation for the shared governance process;
- extensive experience in curriculum development at the undergraduate and graduate level, budgeting, program review, strategic planning and facilities coordination/management;
- a demonstrated commitment to quality education for a multicultural society and a vision for leading the School into the twenty-first century;
- experience in establishing relationships with internal and external constituencies including professional organizations, business, community and government agencies; and
- the ability to represent the School in private and public fund-raising activities.

Strongly Preferred:

- substantial experience working with collective bargaining agreements; and
- a demonstrated ability in grant writing and in developing the use of new technologies.

East Stroudsburg University is one of fourteen institutions in the Pennsylvania State System of Higher Education with an enrollment of 5,500 students. Approximately sixty undergraduate degree programs are available and graduate studies are offered in eighteen areas of specialization. The University is located in the Pocono Mountains in northeastern Pennsylvania, eighty miles west of New York City and eighty-five miles north of Philadelphia.

Application deadline is November 7, 1994. Projected starting date for position is July 3, 1995. Candidates must submit a letter of application, current vitae, and three letters of reference to:

Dawn Y. MacIntire, Employment Manager
East Stroudsburg University
East Stroudsburg, PA 18301

ESU is an AA/EEO employer M/F/H/V.
A Pennsylvania State System of Higher Education University.

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ASSISTANT VICE PRESIDENT for INFORMATION TECHNOLOGY

Saint Joseph's University
Philadelphia, Pennsylvania

Saint Joseph's University invites applications for the position of Assistant Vice President for Information Technology. Saint Joseph's is a Jesuit University founded in 1851. It is located on the western edge of Philadelphia and serves a student body of nearly 7000 students.

The Assistant Vice President for Information Technology will be the chief information officer for the University and will provide leadership, coordination and planning of all information resources on campus.

The position will report to the Provost and be a member of the President's cabinet. Reporting to the Assistant Vice President will be the offices of Administrative Computing, Network Services and Academic Computing. He/She will work collaboratively with deans, faculty, the Library Director, and telecommunications administrator to develop and coordinate computing resources.

Saint Joseph's has an open computing environment that supports DOS, Windows, Macintosh, and UNIX clients connected via a TCP/IP based Ethernet network. Serves operating under UNIX derivatives provide shared disk and peripheral resources. A high-speed connection to the Internet is installed.

Qualifications include an advanced degree and experience managing an information systems environment. Creative vision, technical competence and sensitivity to the various needs of the constituencies in an academic environment are essential.

Review of applications will begin October 1, 1994 and will continue until the position is filled. A letter of application, current résumé and the names, addresses and phone numbers of three references should be directed to:

Dr. Vincent A. McCarthy
Provost
Saint Joseph's University
5600 City Avenue
Philadelphia, PA 19131

Saint Joseph's University is an Equal Opportunity, Affirmative Action Employer

Director of Summer Session
Continuing Education and Conferences
University of Pittsburgh

The University of Pittsburgh invites applications and nominations for the position of Director of The Office of Summer Session, Continuing Education and Conferences. The position is available starting December 1, 1994.

This newly created office will oversee the development and operation of redesigned and expanded Summer Session at the Pittsburgh Campus. The Director will coordinate the investment of resources in the summer activities, negotiate the best possible learning experiences with a keen appreciation of what students need and desire, and encourage units to increase their levels of participation and the variety of their contributions. The Director will be responsible for working with academic units to develop and market course and program offerings to potential students and for reducing bureaucratic barriers to their enrollment. The Office, established as an auxiliary enterprise under the Provost, will also serve as a resource to units seeking assistance in developing continuing education programs or conferences.

The successful candidate should possess at least a baccalaureate degree (master's preferred) and a minimum of five years of experience in the management of summer session/continuing education operations at a college or university and the ability to assess student markets, cooperate with a wide range of academic and support units, and coordinate a full array of traditional and non-traditional offerings. Experience in coordinating distance learning activities is desirable.

The University of Pittsburgh is a state-related institution serving about 28,000 students on its main campus, which is located in a metropolitan setting. It is a member of the Association of American Universities (AAU), an organization of the most respected research universities in North America.

Salary is commensurate with qualifications and experience. Applications should include a current resume and the names and addresses of three references. Send applications or nominations to:

Betsy A. Porter, Chair
Summer Session Director Search Committee
220 Bruce Hall
University of Pittsburgh
Pittsburgh, PA 15260

Applications received by November 1, 1994 will receive full consideration. All applications and nominations will be treated confidentially. Women and minorities are encouraged to apply. The University of Pittsburgh is an Equal Opportunity/Affirmative Action employer.

Chairperson
Department of Music
College of Fine Arts and Communication
University of Wisconsin - Stevens Point

A comprehensive university of primarily undergraduate students, seeks a proven administrator. This is a tenured associate or full professor position.

The chair is responsible for planning and directing the academic program, initiating and creating opportunities for student/faculty development, recruitment, and retention, and good fiscal management.

Doctorate is preferred plus administrative experience as chair, or equivalent. The candidate will provide evidence of effective leadership and abilities in: curricular development; personnel and financial planning; faculty development; public relations; and an ability to communicate effectively with faculty, students, administration, and the community. A notable record of professional accomplishment, plus an articulated sense of purpose regarding music in a university setting, and the ability to cultivate creative approaches in preparing students for the next century are essential.

The deadline for application is December 1, 1994. Appointment date is July 1, 1995, or soon thereafter. Rank and salary commensurate with qualifications and experience. This is a 12 month administrative appointment.

Submit a letter of application, vitae, and three current letters of recommendation to **Dr. James Arrowood, Chair, Search Committee, c/o Dean's Office, COFAC, University of Wisconsin, Stevens Point, WI 54481-3897.** Minorities and women are encouraged to apply.

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reaches and demonstrates support for about 9,000 women in higher education,
including
administrators
academic leaders
faculty.

This is the *only* monthly publication dedicated to women working on campus.

- Cost is $230 for about one-third page
- Deadline is about the 20th of the month
- Your announcement can be typeset here, or taken from another publication.

To place an announcement or receive more information, please call Chris Carman at (608) 251-3232.

CALIFORNIA STATE UNIVERSITY LONG BEACH

TENURE-TRACK FACULTY OPENINGS FOR 1995-96

College of the Arts
- Associate Dean, College of the Arts
- Art (Illustration)
- Art (Graphic Design)
- Design (Industrial Design)
- Music (Choral Studies)

College of Business Administration
- Accountancy (Auditing & Computer Applications)
- Finance, Real Estate, & Law (International Finance)
- Finance, Real Estate, & Law (Finance/Investments)
- Information Systems (Supervision of MBA Programs)
- Information Systems (Information Technology & Information Systems)
- Management/HRM (Human Resources Management/Industrial Relations)
- Management/HRM (Organization Theory/Organization Behavior)
- Management/HRM (Strategy/International Management)

College of Education
- College of Education (Single Subject Coordinator)
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AA/EE/TITLE IX

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PROFILE

Linda L. Dayton, Dean of Student Services
Johnson County Community College, Overland Park, KS

"Be Patient and Work Together."

When Johnson County Community College opened about 30 miles south of Kansas City, KS in 1969, Linda L. Dayton was a counselor.

Then opportunity came knocking: The position of director of admissions and records opened, and "The dean asked me if I'd like it. He also asked if I was having any more children. I said no, got the job, and 30 days later found out I was pregnant." She was the first woman administrator on campus.

In those days women usually left work months before their due date, but not Dayton. Filling in for a colleague at the new campus dedication, she felt contractions starting, but stayed on. Two hours after she finally left, her son was born.

Don't take everything so seriously. Take time to laugh.

– Linda L. Dayton

Six weeks later, with a newborn and a four year old, she was back on the job. "I felt they had taken a chance on me, and I wasn't going to let them down," she recalls. Once they got over the shock, "I had a lot of support from male colleagues, even the dean. He's still here, and we laugh about it now."

New Maternity and Child Care Policies

Not coincidentally, Dayton's first major task on her return was to work with the board of trustees to develop new personnel policies. "We were one of the first campuses to include maternity and child care leave, and I like to think I helped that process by showing them it was okay and it worked."

Today, 25 years later, Dayton is again spearheading innovative family policies on campus. Her office oversees the large campus child care center, which is being expanded to handle infants and more children. The center now offers parenting programs for users, but Dayton wants to expand it into a whole noncredit program open to the entire community. "I think by being a county model, we can really benefit the kids *and* the community."

Dayton also dreams of expansion into intergenerational care. "Right now it's cost-prohibitive, but caring for aging parents is already a big issue, and the need is growing. It also tends to fall more on women." She'd like to offer support programming, and later on, benefits.

If anyone can do it, she can. In 1977, in response to a community needs assessment, Dayton established the first Gallaudet Regional Extension Center, at her school, serving the hearing impaired in an eight-state region.

Work Together Toward Solutions

Dayton resists pigeonholing social issues as "women's issues" only. "We need to talk about these things as *people* first, women second. It's important to talk in mixed groups, to get *both* perspectives. Men and women need to form partnerships. We have common goals. We do need our own support groups, but we're not at odds."

Right now a task force is studying the possibility of opening a campus women's center. Dayton supports the concept, but wants to assess who it would serve, and how." If there are needs to be dealt with, she says, we don't want to just brush them off "by saying, 'we have a women's center' and leave it at that."

Large Yet Intimate Campus

Dayton doesn't rely on simple bureaucratic solutions, preferring to look at the human aspect of each situation. Perhaps that's why she and her school are compatible. Although the suburban commuter campus serves 30,000 students, the biggest classroom holds only 40 students, and the goal is 28 students per class, by mandate of the board of trustees.

Dayton makes it a point for her or her staff to meet each student. "We try to keep it intimate."

Tactics That Work – And Don't

What about problems that affect mostly women, such as sexual harassment and glass ceilings?

There is a place for legal solutions, Dayton agrees. "But problems we're facing now—attitudes and values—cannot be changed with rules and regulations. You can't legislate values. It's going to be a while before these change, and everybody needs to be patient and work together."

For example, "When a woman gets into a leadership job, we need to cheer her on, and when women excel in leadership positions, get that information out to the public."

In her experience, change in the treatment and status of women is fostered by women's examples. "It's up to us to do it."

"Listen closely to others, especially people who are trying to help," she advises. Looking back, she feels some aggressiveness may have hurt her.

For example, when she first proposed the child care center, it was turned down for budget reasons. She responded by saying, "As men, you wouldn't understand the importance." Now she realizes that "I didn't help myself. Instead I should have listened to what they were saying" about the budget.

Pick Your Battles Carefully

Dayton says she will play "the woman's role" up

to a point. "I don't mind losing a few battles as long as I don't lose the war," she says. At legislative hearings, "I'll serve the coffee rather than call in a secretary and make a big deal about it."

But Dayton sticks to her guns when the issue warrants it. Once she hired a black counselor who didn't yet have all her qualifications, "because we had no black counselors and I felt we needed one." Amid accusations of reverse discrimination, "I made my case. The irony is that now they'd probably hang me if I ever tried to fire her. They think she's the greatest."

Dayton advises using humor, trying to make people feel comfortable. "Nothing is worse than trying to make others uncomfortable," she cautions.

Above all, women in academe need to keep a balanced perspective, use common sense and "don't take everything so seriously. Take time to laugh."

It's Okay to Have a Career

Dayton speculates that her reliance on common sense and having fun may stem from her farm background. "I was the boy of the family, the older sister of two girls, and my parents never told me that girls can't do certain things." She drove tractor and helped with all the farm work.

Dayton also credits her grandmother, who raised 10 children. "She told me that it's okay to have a career, that she was so busy working on the farm she had no time to raise her kids, that they raised each other. So she knew I could do it, too."

Working With Students Key

The first generation in her family to go to college, Dayton received a BS and MS in counseling from Emporia State University (KS) and EdD in education administration from the University of Kansas.

After 25 years at one school, Dayton is "not looking to move. If a presidency opened up offering just the right job, maybe." And she wouldn't mind the title of VP, which would be more accurate.

But she's not staying out of habit: "I would never stay just for security's sake. I have to be happy. I really enjoy working with students, and that has to be part of my job." ■

JH

RESEARCH BRIEFS

Women's Studies Changes Personal, Political Views

If one of the major goals of women's studies programs is to empower women to make personal and social changes in their lives, research shows the effects are highly significant and long-term.

Jayne Stake and Suzanna Rose of the University of Missouri-St. Louis surveyed 47 female and male students aged 18 to 49 who took one of nine women's studies classes in 1990, and re-contacted one-quarter of them nine months later.

Students rated how much the class had affected interactions with others, willingness to adopt new roles and behaviors, and the importance of the changes on their lives. In addition, they reported how much they engaged in feminist activities, from keeping informed on issues to signing petitions to attending rallies to contributing money.

Responses to open-ended questions indicated:

- 34% applied what they learned in class to educate others;
- 30% felt enhanced self-confidence and self-assurance;
- 11% felt greater tolerance of others different from them.

Considering new roles and behaviors, they reported:

- 36% adopted more feminist lifestyles and fewer gender-stereotyped, traditional behaviors.
- 23% were more willing to assert their opinions;
- 9% sought more information on issues relating to the class topics.

Overall, students reported that the class had far more positive than negative effects on them.

– *Psychology of Women Quarterly*, September 1994.

Simulated Harassment Affects Women's Thoughts, Feelings

Although the audio simulations of sexual harassment did not directly affect listeners, just hearing the conversations caused 84 professional women anxiety and general feelings of ill-being, two Canadian researchers report.

Two blatant examples of sexual harassment were a man propositioning a woman at work in exchange for his help on a busy day, and a conversation in which two men denigrate a woman. Hearing the conversations caused the business women in Nova Scotia discomfort when they were asked to imagine the speakers being either their boss or co-workers.

The higher the status of the speakers, the more the discomfort.

The researchers noted that the second time they heard the exchange brought increased discomfort, but it also increased the womens' assertiveness in speaking out against it, and decreased self-blame. Fewer than half the listeners considered the second conversation denigrating a woman to be sexual harassment.

– *Sex Roles*, August 1994.

Chris and Kim: Gender Determines Role Expectation

An interesting classroom exercise helps students become aware of their own biases toward how gender roles affect careers and the working lives of others.

Groups of students read a case in which Chris is offered a big-time job promotion, but it meant moving to a new city and jeopardizing a spouse's dream job offer.

After group discussion, the prof asks for a show of hands on whether Chris should accept the offer, and explanations of why.

Only then do students discover that for some groups Chris is a woman, and for some a man.

After a bit of mass confusion and accusations of trickery, the prof asks, "Does it really matter whether Chris is female or male?"

In a recent study of 434 juniors and seniors at a private Los Angeles university, only 1% said it mattered. But significantly more students of both sexes advised accepting the promotion when Chris was male, especially among male students.

– *Journal of Management Education*, February 1994.

Searching for a New President? Let Us Give You A Little Advice

An open letter to Paul R. Tregurtha, chair of the search committee for president of Cornell University, who wrote asking our advice and guidance in selecting a new president.

Dear Paul,

In response to your letter of 7/8/94, we are happy to share our thoughts with you on Cornell and its future president. We've been playing telephone tag, so this will save a few calls.

Fortunately, Cornell is less vulnerable than most schools to the financial tides. In these days of belt-tightening and restructuring, the search for a president is especially crucial when fund-raising is the president's most important job.

We're delighted that you're soliciting the opinions of a broad range of people, instead of just the good old boys, in searching for a new president. And we agree that, as your current president Frank Rhodes suggests, Cornell's 10th president needs a new vision and different skills to succeed in today's environment.

We're glad you're considering hiring a woman, because frankly Cornell's current leadership is overwhelmingly male, with only one women listed among the top 30 VPs and deans. (Although you do have several women in the pipeline as directors and associate deans.)

Another Ivy League school, the University of Pennsylvania, just hired Judith Rodin as president. Cornell can't be the first to hire a woman, but you can still get a front row seat on the bandwagon.

Dealing with diverse ways of thinking is always difficult, and academic leaders like yourself often ask, aloud or to themselves, "What do you women want, anyway?"

I've asked several top women leaders, on various campuses not unlike yours, what attributes the next president of their institution should have.

Here's what they told me.

Wish List for President

• **Have a vision.** Sure, it's a buzzword today, but you can expect a leader to know where she or he wants to lead. And you must assure that the destination is a shared commitment, arrived at only after *listening to* and understanding the concerns of the entire campus community. Process *is* important.

Motivating others on campus to buy into that vision is crucial, operating in a collaborative mode that *includes*, not an autocratic mode that *excludes*.

• **Renew the commitment to Cornell** by its many constituencies: administrators, faculty, staff, students, neighbors, alumni, the community. Hey, they're the ones on campus who make it happen.

• **Display outstanding public speaking skills.** Today's world of sound bytes and visual clips demand someone with charisma and presence, in the community and among potential donors.

• **Truly enjoy hanging out** with faculty, staff and students, with vitality and energy. People will do great things for someone they *like*.

• **Respect the faculty** and reward academic excellence, expecting the best, and nurturing genius and innovation on campus. Caring faculty will produce graduates who will go out and do good, in the name of Cornell. Cherish them.

• **Value the advantages that diversity brings** to a campus, and strive to recruit and support a more diverse leadership. We're talking about hiring more women, blacks, Hispanics, disabled and others.

• **Resist the urge to micro-manage.** Cornell, like most other campuses, has outstanding leaders who know how to do their jobs. Let them.

Don't hire someone like one subscriber's president, who habitually waltzes into her department and shakes things up by playing "Dean for the Day," then leaves her to clean up.

Perhaps the best way we can assist you with your goal is to put you in touch with, as per your request, individuals you should consider. That's why we are sending you, under separate cover, the names and addresses of the 1,776 active subscribers to ***Women in Higher Education,*** some of whom are right there on your own campus.

Each of these women (and about 100 men) has displayed good judgment, wisdom, faith and courage in subscribing, and has been exposed to up to 33 months of solid leadership development information. Each is worthy of your consideration.

Good luck in your search, and may the best woman win!

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Kiss and Make Up: Women's Centers & Women's Studies

Divide and conquer is a traditional way of neutralizing a force, and it has worked against women on many campuses: academic and non-academic, faculty and directors, undergrads and grads. Staff women often are ignored.

"Organizations are set up to foster conflicts between women," explains Donna Shavlik, head of the American Council on Education's Office of Women in Higher Education. "These conflicts are not of your making, and you can unmake them. It takes a lot of energy, and you need to listen to your inner voice" on how to do it.

Although not on the agenda, the issue surfaced at an informal lunch with women's center directors, and drew comments at sessions of the Gender Issues conference at the University of Vermont last month.

"Women's centers put into practice what women's studies departments teach about academically," explains Rebecca Smith, director of the women's center at William Rainey Harper College in Palatine IL. "We tie it to reality."

When women on campus wise up, a new sense of cooperation and collaboration between the groups helps define common goals and how to reach them.

Cynthia Secor, director of the HERS institutes that provide leadership training for women on campus, said the key is "learning how to massage both sets of needs. We need to understand and appreciate the different sets of competencies, and create a team atmosphere on how to use them."

Place Defines Space

Traditionally, women's centers are housed in the student services arm of the institution, which can cause academics to see it as separate.

"I'm a hands-on director. I do things," says Dianne Mills, director of the Center for Women at the University of Toledo. Mills found that academics judged her by degrees and publications, unable to appreciate her administrative skills and successes. Her office recently moved from academic affairs to student services, where she feels more comfortable.

How the women's center identifies itself determines its acceptance to faculty, explains Elaine Miller, foreign language chair at SUNY-Brockport.

"Faculty take the high road, espousing research and publications," she says. "If the center becomes too radical or closely identified with one group (say lesbians) there is a hesitation to be identified with that political agenda."

Create A Symbiotic Relationship

Here's what you can do to create or strengthen the connection between women on campus:

- Collaborate and present information to administration jointly, assuring that a number of voices are heard, not all compacted into one, on issues relating to women.
- Recruit faculty, staff and student experts to lead programs at the women's center.
- Share national speakers who visit campus.
- Publicize relevant credit courses by faculty.
- Listen to discover the agenda of various people on campus, and help them connect to work for common issues across status lines.

She also suggested a practical consideration: "Women faculty may simply be horribly overextended, teaching and serving on 6,500 committees, and they are just plain exhausted."

Miami U: A Great Model

The Women's Center at Miami University of Ohio is a model of a strong working relationship with women from a variety of groups on campus.

Members of the women's studies faculty were instrumental in getting the center started 3 1/2 years ago, according to Director Julia Sterkovsky.

Its "place" on campus reflects the mission. Governed by a Policy and Management Council with nine members (three faculty, three staff, three students), it is under the direct financial control of whoever is the chair of the council that year.

"Instead of reporting to one VP, I report to four VPs, one president, and the heads of the undergrad and grad students' groups," she explains. "It works great. It puts into practice the idea of shared responsibility and authority, relevant to all."

She says the center is based on the community organizing model, a grassroots plan.

When someone mentions a need, the center says, "What do you want to do about it, and how can we help with the organization?" Advantages are that the center can have a larger impact, and they don't pick the issues, the constituents do.

To integrate scholarship with activism, she says the women's studies faculty sponsors an annual colloquium, in which faculty-staff-students present their research or activism work for 15 minutes each. "It helps to understand the link from research to action,

that we all do both of them," she says.

"What Can We Do To Help?"

One way to join together academics and women's centers is to tap academics' expertise to present programs for women, according to Suzi Halpin, director of the Women's Resource Center at Seton Hall University NJ.

Her group sponsored a one-day program for women on campus, led by a 30-woman planning committee of faculty, students and administrators.

The program was a common, visible goal, and people pitched in to help any way they could. Women's studies faculty helped plan the event and taught some of the sessions, on violence against women, health issues, professional-student lives, spirituality, racism and women in changing roles.

"Since women have only been at Seton Hall for 25 years, there's a lot of mutual respect and support for the center, not the animosity you might find elsewhere," Halpin says.

Toss the Chalk

But integration can come without understanding.

On one campus, a custom-made blackboard became the symbol for differences in opinion between counseling types, seeking a library setting with soft chairs and bookcases, and academicians, seeking a classroom setting with desks.

Compounding the communication problem were the president's leaving, cutbacks in funding for the center director, and rotating the chair of the president's committee on the status of women.

Against the odds, the center managed to set up networking breakfasts, create an endowment fund by tapping women politicians in the state and organize programming for women's history month.

The blackboard went into storage.

The One That Went Away

One woman who attended the informal lunch meeting of women's center directors is from a fairly large community college that no longer has a women's center. "The center is still listed in the college catalog and the sign is still there, but nobody wants to talk about it," she said.

As equity coordinator, she often gets called on to handle issues that should fall to a women's center director. "I just toss the topic out there, and stand back and let it blow up," she says of her strategy.

Is a resurrection in her plans? "There's a student movement to revive the women's center. I think I'll just let them do it."

The Teachable Moment

Secor of HERS suggested that due to faculty's need to focus on their discipline to get promoted, they may not see the forest for the trees.

Her solution is to wait for the teachable moment, when they are likely to be receptive to another opinion. Quoting "Scratch a woman and you'll find a feminist," she advises building a relationship with the unenlightened, having a schema in mind, and waiting for the inevitable teachable moment when they "get scratched."

The National Association of Women's Centers has about 400 members, about half of whom are on college campuses. Its head is Latricia Friend, who runs the rape crisis program at the YWCA, 1000 Cornelia St., Utica NY 13501; (315) 732-2159.

To reach Julia Sterkovsky: c/o Women's Center, Miami University, Oxford OH 45056; (513) 529-1510.

New HERS Institute to Teach Leadership Skills for Athletic Administrators

Sports, traditionally dominated by males, pervades today's culture. It also offers great opportunities for women. As does a new one-week HERS institute helping mid-level women learn the skills needed to lead campus athletic departments.

"Athletic departments are predominantly male, receive an enormous amount of public attention from the media and control large amounts of money," says Cynthia Secor, director of the HERS institutes. "We will help women learn to succeed in that environment, giving special emphasis to new strategies for cost containment in the face of gender equity requirements."

With 20 years success in leadership training for 2,000 women, HERS will co-sponsor the institute with the National Association of Collegiate Women Athletic Administrators (NACWAA).

"We see a responsibility to educate the next generation of athletic directors," says NACWAA Executive Director Jane Betts.

The institute, planned for June 17-25, 1995 at Bryn Mawr College PA, adds a new component: continuing support. "So often people go off and get new information and energy, only to come back to the same old campus and problems," Secor says.

This institute includes two separate one-day refresher sessions, one at the annual NACWAA fall forum at the University of Iowa in September, and one at the NCAA's annual meeting in San Diego in January. In addition, the 25 women selected to attend will be linked to a network of women in athletic administration for continuing support.

Schools are expected to nominate and finance candidates' attendance, as in other HERS institutes.

For details, contact Jane Betts at 40 Wagonwheel Road, Sudbury MA 01776; (508) 443-3895. Fax (508) 443-4057.

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NEWSWATCH

Feds: Report Gender Equity in Athletics

Amendments to the Secondary Education Act passed by the Senate and House require all co-educational colleges and universities receiving federal student aid and competing with other schools to furnish these numbers:

- For each varsity team: number of members on the day of its first scheduled contest, total operating expenses for each team, and gender and full or part-time status for all head and assistant coaches.
- For the whole athletic department: total student financial aid separated for women's and men's teams, the total recruiting expense for women and men teams, total revenues generated by women's and men's teams, and average institutional salaries for all women's team coaches and men's teams coaches across all sports.

Schools must compile the report annually and disclose it to students and potential students. The original version of the bills required reporting to the Department of Education and Congress, according to *The NCAA News* on October 10, 1994.

Does Harvard Mistreat Women Students?

Seeking documentation on the climate for women undergrad and grad students, The Committee for the Equality of Women at Harvard is surveying recipients of AAUW graduate fellowships on seminar participation, informal interactions, teaching materials, research opportunities, sexual harassment, advising and finding jobs.

The committee was formed in 1993, when the classes of 1953 and 1958 met at their reunions and "joined forces to explore ways to eliminate continuing discrimination against women at Harvard," according to the group's brochure.

Goals are equality in the number of tenured women professors (50%) university-wide, and equity for all women at Harvard.

A 1989 report to the school's affirmative action committee indicated only 8.8% of the tenured faculty at Harvard are women while 43% of the students are women.

The group met with leaders at other area schools to discuss their climate for women and is collaborating with Radcliffe's alumnae association, and distributed 1,700 copies of the equity committee's brochure to alumnae, faculty and staff at a major Harvard fund-raising event.

Another (secret) action is in the planning stages, according to chair Peggy Bridgman Schmertzler, who won't tell but can be reached at (617) 259-0465.

Minnesota Law Requires Equal Ice Time

Frozen ponds are too cold, so a new Minnesota law requires that women's teams must be allowed to buy up to 15% of prime indoor ice time in 1994-1995, 30% in 1995-1996 and 50% by 1996-1997, says the September/October *Inside Edge*, from the Minnesota Girls and Women's Hockey Association.

College women's hockey is mushrooming nationwide. The USA Hockey association reports there are 40 college varsity teams (compared to 123 for men) and another 24 club teams. High school girls got varsity hockey in Minnesota for the first time this year, starting with an 18-team league.

Scheduled as an Olympic medal sport for the first time in the 1998 Olympics in Japan, women's hockey almost doubled from 1989 to 1993, growing from 138 teams to 269, according to *USA Hockey*.

Former Wisconsin Prof to Get $235,000

The largest individual settlement paid by the University of Wisconsin-Madison in a bias case went to Gloria Hay, who was denied tenure in the business school's Management Institute.

She charged that administrators gave preferential treatment to male colleagues, sabotaging her by denying her resources, advancement and help from a faculty mentor.

Had the case gone to trial and she won, she might have gotten at least $1 million, said the university's attorney, according to the *Wisconsin State Journal* on October 18, 1994.

The award is a factor of her potential earnings over the rest of her career, says an attorney.

(Ed. note: In 1971, the Management Institute became the first employer to fire this editor, then its only woman academic administrator.)

NCAA Offers Equity in Athletics Guide

The rules are changing every day, so the NCAA has issued a new 100+-page booklet *Achieving Gender Equity: A Basic Guide to Title IX for Colleges and Universities*.

At the core is a 35-page section on the basics of the law, written by Valerie Bonnette, former senior policy analyst for the U.S. Office of Civil Rights and co-author of the manual investigators use to determine the merits of complaints.

It also includes a history of the law, with emphasis on case law that has evolved in the last two years; a description of the nine women's sports defined as "emerging sports" by the NCAA: ice hockey, crew, water polo, archery, badminton, bowling, squash, synchronized swimming and team handball; promotion and marketing ideas for women's sports, and a section on resources available for help on equity (including *WIHE*).

"It is clear the membership is in great need of information on Title IX, and the importance of reaching gender equity. This guide will provide the basics," says Janet Justus, who handles gender equity and education resources for the NCAA.

Copies will be mailed to athletic directors and senior women administrators at NCAA member schools. Others can order a copy for $15.00 including S&H from: Janet Justus, NCAA, 65201 College Boulevard, Overland Park KS 66211; (913) 339-1906 or fax (913) 339-1950.

Backlash or Backfire?

Sexual Harassment vs. Academic Freedom & Due Process

In their zeal to stop sexual harassment, some colleges and universities may be trampling academic freedom and constitutional rights of free speech and due process, say judges, juries – and even a feminist theorist.

A Catch-22 for Schools

Unless they treat accusations of harassment seriously and act to protect victims, schools can be sued for millions by the accusers. But if they act too vigorously against harassers, they risk a lawsuit.

Perhaps even worse for academe, campuses striving to purge campuses of all harassment also risk hanging the innocent and inhibiting the rigorous exchange of ideas, say some academics.

The Pendulum Swings

To give women a better chance to end sexual harassment, courts now accept convincing testimony and circumstantial evidence.

Consider the case last winter, in which two secretaries claimed they saw University of Arkansas president John Mangieri masturbating in his office.

The board of trustees fired him on the spot. Trustees gave Mangieri and his lawyer less than a day to prepare for his hearing, and did not permit him to question the secretaries, despite the warning from the human resources office that the school was not following its own procedures in the situation.

Mangieri denies the charges and claims they were concocted to destroy his career. His lawsuit accuses the university of denying him due process.

"In our country, a person is supposed to be innocent until proved guilty. Yet with charges of sexual misconduct, it seems as though the minute that allegations are made, it is the accused who must prove his innocence. What's more, disciplinary measures are taken against the accused before guilt or innocence is established," Mangieri wrote in the *Chronicle of Higher Education* (July 13, 1994). "Why was I required to prove my innocence, rather than my accusers being required to prove my guilt?"

New Precedents Established

Not respecting due process cost the University of Puget Sound and Bennington College big bucks.

UPS thought it was acting compassionately by letting professor Harmon Zeigler choose early retirement rather than an investigation of sexual harassment charges filed by three students.

Was allowing him to retire unfair to the alleged victims? No. Unfair to Ziegler, said a jury, which awarded him $1.5 million for wrongful discharge.

UPS erred in not identifying the accusers and giving Zeigler a chance to defend himself, and in using "undue influence" to force Zeigler to agree to a retirement settlement, the jury said.

At Bennington, an investigating committee of faculty, staff and students confirmed charges that professor Leroy Logan had sexually assaulted a male student before the college fired Logan.

Logan sued, and the jury found that the investigating committee had restricted Logan's right to defend himself by not allowing him a lawyer present at the hearing, as specified in the faculty handbook. They awarded Logan $500,000 for breach of contract, which was later reduced to $272,712, under terms of Logan's five-year contract.

Bad Taste Isn't Illegal

What constitutes a hostile environment? To

Should the Personal Be Illegal?

With an unimpeachable record of feminist teaching and organizing, University of Wisconsin-Milwaukee English professor Jane Gallop was shocked when two female graduate students filed sexual harassment complaints against her.

The Affirmative Action Office found her innocent of the complaints, which alleged that she had attempted to seduce the students and retaliated when they refused. Still, the office "saw fit to chastise me for something of which there had been no complaint: a too intense, too personal, too volatile pedagogical relation" with one student.

"This finding suggests an atmosphere in which sexual policy is so widely construed as not only to punish and restrict harassment but also to chill other relations," says Gallop.

Hoisted on Her Own Petard

The real irony, Gallop notes, is that feminist teaching stresses the importance and validity of "the personal" as both a subject and method of learning. Believing that women learn things better by personalizing them, educators have sought to break barriers between the professional and the personal.

In fact, sexual harassment itself was ignored and considered a "personal problem" unworthy of professional attention, until women argued that harassment at work is by definition a professional issue.

Sex Isn't the Enemy

Gallop fears that people may forget that sexual harassment is illegal because it is discriminatory, not because it is sexual or personal.

"All but forgotten are common non sexual forms of sexual harassment, like the engineering professor who regularly tells his classes that women can't be engineers" and encourages his male students while making his women students doubt their abilities. That's a hostile environment which discriminates on the basis of sex, and fits the legal definition of sexual harassment, even though the professor may have no sexual interest in his women students.

"If harassment is a form of sex discrimination, it should be fought within a broad-based campaign whose central target is discrimination" – women's exclusion from opportunities and relegation to second-class status.

From *Academe* (September-October 1994).

illustrate the simile in his technical writing class, professor Donald Silva said, "Belly dancing is like jello on a plate with a vibrator under the plate."

When eight female students complained about this and other remarks, the University of New Hampshire investigated, found Silva had violated its sexual harassment policy by creating a hostile environment, and suspended him without pay unless he agreed to attend counseling.

Silva sued, claiming violation of his rights to free speech.

Tasteless? Certainly. But probably not illegal, said the district court judge in a preliminary hearing. He affirmed the First Amendment issue, and ordered the school to reinstate Silva pending the trial's outcome.

Protecting Academic Freedom

Feminist Jane Gallop hates sexual harassment but believes that applying the term too broadly compromises academic freedom. The University of Wisconsin-Milwaukee English professor cautions against construing everything *sexual* as *sexist*, lest legitimate references to sexuality be threatened:

In *Academe* (September-October 1994), she notes, "Teachers who include discussion of homosexuality in 'straight' courses might be accused by their homophobic students of creating a hostile environment through 'unnecessary' discussion of sexuality, or feminists who expose the misogyny of pornography might be accused by offended male students of sexual harassment."

How to Define Sexual Harassment?

In the same issue, the AAUP asserts that the academic setting is unique in its commitment to a free exploration of ideas, so the constitutional rights to a non hostile working environment upheld by Title VII do not extend to the *learning* environment.

Trying to police the learning environment would be a legal minefield, the AAUP says. "Some students might find themselves alienated, even offended, by 'learning environments' they deem to intrude on personal privacy, while others might be alienated by 'learning environments' they perceive as too indifferent to personal needs."

Instead, the AAUP urges schools to restrict sexual harassment to incidents of *targeted* harassment, which can be either *quid pro quo* ("If you date me I'll give you a good grade/promotion") or else speech or conduct that is personally abusive or humiliating to an individual, or which persists despite the targeted individual's objection.

The AAUP's Committee on the Status of Women suggests a broader policy which would not eliminate the concept of a hostile environment, but would require that offensive speech or conduct be judged *unprofessional*, according to AAUP standards, before it can be defined as harassment.

Policy is Just the Starting Point

As with the Silva case, the AAUP points out that it's not just the policy but how it's carried out: "Many of the problems campuses have experienced stem more from disregarding the mandates of due process than from having inadequate policies." ■

JH

Brown Settles 'Treatment' of Athletes, Debate Continues on Bias in 'Proportion'

"This agreement will make Brown University a model for the nation in the treatment of men and women in athletics," says lawyer Arthur Bryant, executive director of Lawyers for Public Justice, referring to a partial settlement of a lawsuit charging bias against Brown's women athletes.

Faced with a judge who said that to find in Brown University's favor would be "lawlessness," school attorneys decided to settle this part of the case. For three years, Brown agreed to equitably allocate locker rooms, equipment, supplies, weight room access, facility time for contests and practices and training trip funds.

On October 31, the other part of the case was scheduled to resume: what proportion of athletic opportunities Brown's women athletes deserve.

At issue in this phase is how Brown fares in a three-part test: 1) ratio of a school's athletes be "substantially equivalent" to the ratio of female to male undergrads, or 2) the school continually expand its intercollegiate program to meet women's developing interests and abilities, or 3) the school's program "fully and effectively accommodate" women's interests and abilities.

Both sides agree that women make up 51% of undergrads, but dispute the percentage of women athletes. Brown attorneys say they make up 45%, while those for the students call it closer to 37%.

The heart of the dispute centers over whether women students' athletic interests are being met.

Lead attorney for the women athletes is Lynette Labinger, who says the school is arguing that "men are more able and more interested in participating," so deserve a larger share of the opportunities to compete.

To substantiate its participation defense, Brown lawyers introduced new evidence including: a telephone survey of students, a survey of admission applications, SAT questionnaires and participation rates from the NCAA and high schools.

Au contraire, says Labinger. "Even if it's true, so what? It only proves what opportunities are being provided, not that they meet all the need and ability requirements."

The case was delayed three weeks to allow Labinger and her assistants time to examine and evaluate the new evidence.

Nine women athletes first sued Brown University in April 1992, claiming the program discriminated against women, especially by cutting women's gymnastics and volleyball teams.

In district court in December 1992, Brown was ordered to reinstate the two teams, a decision that the U.S. Court of Appeals First Circuit upheld in April 1993. Its ruling also returned the case to the original district court for a full trial on whether Brown had discriminated against women athletes.

Brown is spending far more in defense of its right to determine what athletic teams to fund and what Title IX requires than it would to just reinstate the two teams.

Calling it the best program in the country for women athletes, Brown attorney Walter B. Connolly said, "If Brown University can't win this case, then I don't believe any university in the country can win it."

Leading women athletics supporters say that 95% of the colleges and universities in the country are not in compliance with requirements of Title IX. ■

CAREER CONNECTIONS

Reach 10,000 Women in Higher Education here for only $230. Call Chris Carman at (608) 251-3232.

Fitchburg State College
President

The Board of Trustees of Fitchburg State College invites applications and nominations for the position of President of the College.

Established in 1894, Fitchburg State College is a four-year public college offering liberal arts and professional programs. The college serves approximately 6,000 students in its day undergraduate, graduate, and continuing education divisions. Fitchburg, Massachusetts, a city of 41,000, is located in the north central part of the state, close to the New Hampshire border, and about one hour's drive from Boston.

The President is the chief executive officer of the campus and is responsible to the Board of Trustees. The President is also responsible for collaborative efforts with the Higher Education Coordinating Council, which is the coordinating board for Massachusetts public higher education.

Candidates will be expected to demonstrate a record of significant achievement in college teaching and in senior administrative positions. An earned doctorate is required. Candidates will be considered with regard to their ability to provide direction in the pursuit of the institution's goals with particular emphasis in the areas of:

- Development/Implementation of Mission/Goals
- Academic Leadership
- Administrative Management
- External Relations

Applications and nominations should be sent to:

Chairperson, Presidential Search Committee

FITCHBURG STATE COLLEGE

160 Pearl Street, Fitchburg, MA 01420

Application deadline is November 30, 1994

Fitchburg State College is an affirmative action/equal opportunity employer and especially invites and encourages applications from women, minorities and persons with disabilities.

MTSU

VICE PRESIDENT FOR DEVELOPMENT AND UNIVERSITY RELATIONS

Middle Tennessee State University invites applications for the position of Vice President for Development and University Relations. Located approximately 30 miles southeast of Nashville in Murfreesboro, Tennessee, a thriving community with a diversified economy, the University is a growing, progressive institution with a student enrollment exceeding 17,000.

The Vice President for Development and University Relations is the position assigned the primary responsibility for the total University advancement program, which includes the following areas: development and fund raising, including corporate and foundation relations, planned giving, annual giving, and athletic fund raising; alumni affairs; public relations, publications and graphics; and University photography. The Vice President is responsible for building and maintaining a team of persons with demonstrated high level competence in each of these key areas. Currently, there is a staff of approximately 45.

The Vice President for Development and University Relations reports directly to the University President and will serve as chief advisor to the President, and other University officials on all matters involving alumni relations and current or potential private giving to MTSU. In addition, the Vice President will work closely and regularly with the other three Vice Presidents and with the President as part of the University Executive Staff in providing overall leadership to the institution. The Vice President for Development and University Relations also works closely with the MTSU Foundation, the National Alumni Association and the Blue Raider Athletic Association.

Candidates for this position must possess extensive management experience with demonstrated success in the design and implementation of fund raising and public information programs. Preferably, five years of this experience will have been within higher education. Experience in a successful capital campaign is desired. Qualified candidates must possess a minimum of a master's degree and a doctorate is preferred.

Candidates must be able to work effectively within the community and with alumni, faculty, and other University constituencies. The successful candidate should also possess excellent speaking and writing skills, outstanding planning and organizational skills, a high energy level, and a strong commitment to the goals of higher education.

Women and minorities are strongly encouraged to apply.

SALARY RANGE: Will be competitive and commensurate with experience and qualifications.

FILING PROCEDURE: Interested applicants should file: (1) a letter discussing work experience and accomplishments relevant to the position, (2) a résumé, (3) the names, addresses, and telephone numbers of three work references. Official transcripts will be required of applicants selected for interview.

FILING DEADLINE: Review of applications will begin November 1, 1994, and continue until the position is filled. REQ. #A968. SEND APPLICATION MATERIALS TO: EMPLOYMENT OFFICE, MIDDLE TENNESSEE STATE UNIVERSITY, MURFREESBORO, TN 37132.

AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER. MIDDLE TENNESSEE STATE UNIVERSITY, A TENNESSEE BOARD OF REGENTS INSTITUTION.

Vice President for Medical Affairs and Dean of the School of Medicine
UNIVERSITY OF SOUTH CAROLINA

The University of South Carolina invites applications and nominations for the position of Vice President for Medical Affairs and Dean of the School of Medicine.

The Vice President for Medical Affairs and Dean of the School of Medicine is responsible for providing leadership and directing the teaching, research and service missions of the School, for representing the School to a wide range of campus and professional constituencies, and for administering the School's activities and budget. The Vice President for Medical Affairs and Dean of the School of Medicine is expected to develop within the University, and to represent the University with federal and state funding agencies, foundations, and corporate organizations, and its major affiliated health care institutions. The Vice President for Medical Affairs and Dean of the School of Medicine is appointed by the President of the University, reports to the Vice President for Academic Affairs and Provost, and serves as member of the Council of Academic Deans and Provost's Council.

The School of Medicine offers the M.D., Ph.D. and three master's degree programs. The School currently enrolls approximately 280 medical students, 110 graduate students, and has approximately 200 full-time faculty members.

The University, founded in 1801, is the flagship campus of an eight-campus, fully-accredited, state-supported system. The University of South Carolina has strong undergraduate and graduate programs and highly regarded professional schools including medicine, law, engineering, social work, pharmacy, public health, library and information science, nursing, education, criminal justice, journalism and mass communications, and business administration. About 26,000 students are enrolled on the Columbia campus, of which 10,000 are graduate students.

The City of Columbia is the state capital and has a metropolitan area population of almost a half million. Columbia is the center of financial, transportation, and industrial development in the state. The community has a rich historical and cultural tradition, and is located within easy driving distance of both the mountains and coastal beaches.

The Qualifications of the successful candidate should include:

- An M.D. or Ph.D. with a record of achievement commensurate with appointment as a tenured full professor;
- A record of demonstrated leadership in clinical or basic science research;
- Participation in planning health care delivery and the ability to influence and benefit from evolving national health policy;
- A demonstrated record of successful leadership and proven administrative experience;
- A high standard of personal and professional integrity and ethics;
- An ability to articulate effectively the University's mission to students, faculty, alumni, health care leaders, and other decision-making bodies;
- A commitment to the support of interdisciplinary research;
- A demonstrated commitment to cultural diversity and equal opportunity.

Applications and Nominations are invited for the position to be available on July 1, 1995. Salary fully competitive with similar positions nationally. The Committee will begin reviewing applications and nominations on December 1, 1994. Applicants should send a letter of application, a complete résumé, and names of three references. Applications and nominations should be sent to: Edward E. Kimbrough, M.D., Chair, Vice President for Medical Affairs and Dean of the School of Medicine Search Committee, Office of the Provost, 206 Osborne Administration Building, University of South Carolina, Columbia, SC 29208, phone (803) 434-6879, fax (803) 777-9502.

The University of South Carolina is an equal opportunity employer and specifically invites and encourages applications from women and minorities.

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Tompkins Cortland Community College

Presidential Search

Tompkins Cortland Community College invites nominations and applications for President. The College is located in the beautiful Finger Lakes Region of central New York State. Our neighbors include Cornell University, State University College at Cortland, and Ithaca College. Our friendly and diverse community features small cities, quiet villages, and rural areas.

The ideal candidate will have these qualifications

- *An earned doctorate*
- *A proven record in establishing college/community partnerships*
- *Demonstrated leadership in employing emerging educational technologies*
- *A record of successful administrative experience in an academic setting, preferably a community college*
- *A superior understanding of the teaching and learning processes*
- *Demonstrated skill in curriculum development and assessment, strategic planning, and master planning*
- *Demonstrated skill in the areas of management, finance, budgeting, and public and private resource development*
- *Demonstrated effectiveness and commitment to shared governance, collective bargaining, and diversity in the work force*
- *A strong understanding of how to integrate vital student services to support a diverse student body*
- *A clear understanding of and support for high quality transfer and vocational educational programs*
- *Superior interpersonal skills and ability to communicate effectively in both oral and written form*

Procedure for Candidacy

A complete application packet includes:

- *a letter describing the manner in which qualifications and characteristics are met*
- *curriculum vitae*

Completed packets should be sent no later than ***January 15, 1995,*** *to:*
Personnel Office, Tompkins Cortland Community College
P.O. Box 139, 170 North Street
Dryden, New York 13053
(607) 844-8211
Fax: (607) 844-8237

Tompkins Cortland Community College is an affirmative action/equal opportunity educator and employer.

A College of the State University of New York

EASTERN

EASTERN OREGON STATE COLLEGE

Dean, School of Arts and Sciences

Eastern Oregon State College is seeking a Dean for its School of Arts and Sciences, the largest of Eastern's three academic units. The Dean, working with various faculty committees, coordinates the academic programs of the School, recruits new faculty and supports faculty development, and communicates the needs and interests of the School to the College and the community, while responding to the educational, social, and cultural needs of the College and region. The Dean reports to the Provost and has primary responsibility for curriculum, faculty evaluation, and budgets within the School.

Candidates ordinarily should have the qualifications and achievements consistent with a tenured appointment as a professor in one of the departments of the School and ideally should demonstrate:

- a strong commitment to the liberal arts and both willingness and ability to advocate all of the liberal arts disciplines to internal and external audiences;
- an understanding of the role of shared governance and the ability to work with faculty members from diverse academic disciplines within the natural sciences, the social sciences, the fine and performing arts, and the humanities;
- a willingness and ability to listen, to generate consensus, to solve problems, and to take responsibility for decisions;
- an ability to promote and facilitate quality undergraduate education, scholarship, and faculty development;
- experience in higher education with academic planning, personnel and program management, development, and evaluation, curriculum development, budget development, management, and fund raising;
- experience with extended academic programs, including familiarity with the uses of technology in instruction and cooperative degree programs;
- an understanding of and commitment to Eastern's mission and a commitment to providing leadership for the long-term development of the School of Arts and Sciences.

Eastern Oregon State College is a four-year, multi-purpose regional college with approximately 2,000 students on campus and 700 students off campus. The college serves as the major educational and cultural resource for the eastern half of Oregon.

Eastern has extensive and highly successful outreach programs supported by eight regional centers. It offers a variety of liberal arts and professional majors. The School of Arts and Sciences includes approximately sixty faculty members. The School offers majors and minors in Art, Anthropology/Sociology, Biology, Chemistry, English, History, Liberal Studies, Mathematics, Music, Psychology, Physics, and Theatre. Minors are also offered in Geology, German, Philosophy, and Spanish.

La Grande is a town of 12,000, located in the heart of the Blue Mountains of northeast Oregon. With its pleasant climate and recognized high quality of life, it is an area which offers excellent opportunities for outdoor recreation.

Candidates should submit a current curriculum vitae, plus a letter addressing the position description and a vision statement focusing on the role of the liberal arts at a regional state college looking toward the 21st Century. Candidates should submit the names and telephone numbers of at least five persons who may be contacted for professional references. (References will not be contacted without the candidate's permission) All candidates will be asked to complete a formal Academic Employment Application.

To assure full consideration, materials must be received by November 18, 1994. Questions may be addressed to the Search Committee Chair at (503) 962-3511. Submit all materials to:

Dr. Donald Wolff, Chair
Search and Screening Committee for the
Dean of the School of Arts and Sciences
Academic Affairs, Inlow Hall 116
Eastern Oregon State College
1410 L Avenue
La Grande, OR 97850-2899

ANNOUNCEMENT ISSUED NATIONALLY

Eastern Oregon State College is an Affirmative Action, Equal Opportunity Employer. Eastern encourages applications and nominations of women, minorities, and the physically challenged.

Kutztown University

Management Department

College of Business at Kutztown University is seeking a qualified faculty member for a tenure-track position in Management, effective August 1995. Responsibilities include teaching Principles of Management, International Management, and Small Business Management. Ph.D. in Business Administration, Management, International Management or a DBA with a strong Management or Entrepreneurship emphasis from an accredited College of Business is required. Preferred applicants will have a minimum of three years of college-level teaching experience. A strong commitment to undergraduate and graduate teaching is also expected. Rank: Appointment is at the Associate Professor level, but candidates could be considered for Associate Professor based upon qualifications. Please send letter of application, vita, three letters of reference, and official transcripts to Larry D. Jensen, Chair/Faculty Search Committee, Department of Management, College of Business, Kutztown University, Kutztown, PA 19530 by December 15, 1994. Kutztown University is an Affirmative Action/Equal Opportunity Employer and actively solicits applications from minorities, women, veterans, and persons with disabilities.

QUINNIPIAC COLLEGE

Assistant/Associate Dean
School of Business

Quinnipiac College is seeking qualified applicants for the position of Assistant/Associate Dean of the School of Business, available July 1, 1995. Reporting directly to the Dean of the School, the selected candidate will have primary responsibility for day-to-day administration of the School's operations. Areas of responsibility include curricula, scheduling, program evaluation, faculty development, student recruitment, and support. In addition, the Associate/Assistant Dean will work closely with faculty to maintain and improve educational quality, and to achieve final AACSB accreditation. An earned Doctorate in a business discipline is required, along with experience in university-level teaching and administration. Candidates must demonstrate strong administrative abilities, interpersonal skills and the ability to provide leadership in developing academic environment.

One of the fastest growing and most attractive colleges in the nation, Quinnipiac College is an independent, non-sectarian, co-educational institution with nearly 5,000 full- and part-time undergraduate and graduate students in the Schools of Business, Health Sciences, Liberal Arts and Law. The College has experienced undergraduate application increases of 100% during the past seven years. The mission of the College is to provide a strong sense of community, academic excellence, and individual attention to students. Located in Hamden, CT, the College is ten miles north of New Haven, and midway between Boston and New York City.

The School of Business is one of four Schools in the College and offers programs to 850 undergraduate and 250 MBA students. Full-time faculty totals 38. Departments include accounting, computer science/information systems, economics, finance, management, marketing, and international business; specialized programs include health management, entrepreneurship, and taxation. The School is housed in the newly dedicated Lender School of Business Center, and has been admitted to AACSB candidacy status.

Salary and benefits are competitive and commensurate with qualifications and experience. For confidential consideration, please send applications and nominations, along with curriculum vitae and three references, to: Dr. Roger A. Strang, Dean of the School of Business, Quinnipiac College, Mt. Carmel Avenue, Hamden, CT 06518. For more information, call (203) 281-8720; or fax (203) 281-8654. Review of candidates will begin November 30, and will continue until a candidate is appointed.

Quinnipiac College has a strong commitment to the principles and practices of diversity throughout the college community. Women, minorities and disabled individuals are invited and encouraged to consider this opportunity and to apply.

Prescott College
FOR THE LIBERAL ARTS AND THE ENVIRONMENT

Dean of Adult Degree Program

Prescott College announces an opening for the Dean of the Adult Degree Program.

Prescott College is an innovative, private, liberal arts college in the mountains of central Arizona. Our educational philosophy stresses experiential and competency based learning within an interdisciplinary curriculum. The Adult Degree Program (ADP) is accredited by NCA and offers BA degrees and Arizona teacher certification. Our undergraduate program is designed primarily for at-a-distance students who have completed two years of college or have applicable life experience.

ADP provides students with flexibility in designing their own curricula. ADP emphasizes multi-cultural and an environmental perspective in all areas of study. ADP students are highly motivated, self-directed, and creative; they are supported in their programs by faculty and adjunct mentors of high academic standing and known excellence as innovative educators.

Qualifications: an earned doctorate in an academic discipline preferred; considerable full-time teaching, as well as administrative, experience at a baccalaureate level; experience with, or knowledge of, self-directed adult educational programs; a leadership style that facilitates consensus; a firm belief in participatory governance; a commitment to the maintenance of high academic standards, to individualized programs of study, and to alternative education which honors diversity and creativity.

Salary: mid $30s, based on experience and qualifications. Benefits include medical/dental, retirement, and excellent quality of life in the beautiful mountain town of Prescott, Arizona.

The position is currently available, and the search will remain open until the position is filled. Send letter of application, résumé, three letters of recommendation, and one page educational philosophy by January 2, 1995 to:

Alison Holmes, M.A.
Adult Degree Program
Prescott College
220 Grove Avenue
Prescott, AZ 86301
(602) 776-7116

Prescott College embraces excellence through diversity and especially encourages applications from members of under-represented groups.

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Director of Athletics

Towson State University

Towson State University is a Division I member of the NCAA and will compete in the North Atlantic Conference beginning September, 1995. Founded in 1866, Towson State is Maryland's second largest institution of higher education. With a diverse enrollment of over 15,000, Towson State has approximately 500 student athletes who compete in 21 intercollegiate sports. Women's sports include basketball, cross country, field hockey, gymnastics, lacrosse, softball, soccer, swimming, tennis, track and volleyball. Men's sports include baseball, basketball, cross country, football, golf, lacrosse, soccer, swimming, tennis and track. Several of the University's men's and women's teams annually receive national rankings. Towson State also ranks among the top 10 percent nationally in the graduation rate of recruited student-athletes.

Position Summary

Towson State University invites applications and nominations for the position of Director of Athletics. The Athletic Director provides effective leadership to coaches and staff and enhances the academic and athletic achievement of student-athletes. This position reports to the Vice President for Institutional Advancement.

Qualifications

The successful candidate should have an established record of excellence in relating to students, faculty, staff, coaches, administrators, alumni, and media, as well as effective personnel management, interpersonal, and communication skills. Demonstrated commitment to athletic fund raising and sports marketing, and the ability to effectively interact and build rapport with business community representatives, the media, and athletic booster organizations are essential. A demonstrated commitment to gender equity and ethnic/racial diversity is required. The candidate must provide effective leadership to coaches and staff as well as demonstrate abilities in developing and managing an athletic budget, and creating policies and procedures that successfully manage the resources of the department to achieve goals in a manner consistent with the University, North Atlantic Conference, and NCAA rules and procedures. Knowledge of the legal and regulatory environment of intercollegiate athletics is required.

A bachelor's degree is required, advanced degree preferred. Minimum of five years of progressively responsible experience in intercollegiate athletics administration is required. College level coaching experience is preferred.

Appointment Information

Salary will be negotiable and commensurate with experience and qualifications.

Application Procedure

To assure full consideration, materials must be received by December 2, 1994. Applications and nominations must include a letter of interest summarizing qualifications and relevant experience, a current resume, and a list of three references with addresses and phone numbers.

Applications should be sent to:

Office of Human Resources, UF-40-94
Towson State University
7800 York Road
Towson, MD 21204-7097

An Equal Opportunity/Affirmative Action Employer M/F/D/V

BATES COLLEGE

Lewiston, Maine

POSITION REOPENED

Director of Affirmative Action

Bates College reopens its invitation of applications for the position of Director of Affirmative Action. Bates is a private, undergraduate, coeducational, residential, liberal arts college, enrolling 1550 students, with 146 FTE members of the faculty, and over 450 staff members. Bates is recognized among the nation's leading colleges of the liberal arts and sciences.

Responsibilities:

- Oversees implementation of the College's affirmative action plans;
- Works with departments and College offices to develop and implement plans and procedures in the recruitment, advancement and encouragement of persons of diverse racial, ethnic, and cultural backgrounds.
- Assists in establishing understanding toward the principles of affirmative action as they are articulated and practiced within the College;
- Monitors College's compliance with its affirmative action plans, as well as governmental regulations and requirements;
- Helps educate the community in the principles and values of affirmative action;
- Assists in the development of policies directly affecting the quality of life and experience of the College's students, faculty and staff.
- The Director of Affirmative Action reports directly to the President of the College and serves on the President's Administrative Council.

Preferred Qualifications:

- Advanced degree expected, or equivalent combination of education and experience.
- A record of professional experience related to affirmative action and equal opportunity, preferably in a residential college context.
- A demonstrated commitment to all areas of affirmative action.
- Current practical knowledge of affirmative action principles and civil rights.
- A high level of communication, advising, counseling, and mediation skills.
- A demonstrated ability to deal with multiple constituencies.

Salary is commensurate with training and experience. Submit letter of application, résumé and the names of at least three references as soon as possible; applications to be received by November 15, 1994.

SEARCH COMMITTEE
DIRECTOR OF AFFIRMATIVE ACTION
Bates College
Personnel Office
Clapp House, 215 College Street
Lewiston, ME 04240

Bates College values a diverse college community and seeks to assure Equal Opportunity through a continuing and effective Affirmative Action Program. Women and minorities are encouraged to apply.

Director, Disabled Student Services
San Francisco State University

San Francisco State University:
San Francisco State University is a comprehensive public university with over 27,000 students and 3,400 faculty and staff, offering 116 bachelors and 94 masters degrees, as well as a joint doctorate in Special Education. Located in a cosmopolitan and multi-ethnic city, the campus is committed to the full inclusion of students with disabilities in all aspects of campus life. SFSU is the site of such nationally recognized projects as the Wheeled Mobility Center and Innovation for Inclusion/Landscapes for All.

The Position:
The Disabled Student Services Director manages a program which ensures that students with disabilities are provided equal access to the full range of educational opportunities at SFSU. Responsibilities include supervising and training a full and part-time staff of eight professionals/clericals; developing and administering the unit's budget; participating in policy/procedure development; acquiring/managing adaptive technology; advising university personnel of their obligations in regard to the reasonable accommodation of more than 800 students with disabilities; designing innovative methods of reasonable accommodation where necessary; writing grants; representing the program to the university and the off-campus communities.

Minimum Qualifications:
Masters degree plus progressively responsible professional experience, or the doctorate; demonstrated success in achieving equal access for people with disabilities; experience in implementing laws and regulations pertaining to persons with disabilities; knowledge of full range of disabilities; excellent communications skills; and experience in administering a budget.

Desirable Qualifications:
Experience in delivering services, especially in a post-secondary setting; experience in working with diverse populations; demonstrated record of advocacy for persons with disabilities; administrative experience and understanding of organizational culture; success in fundraising; literate in computers and other technology.

Compensation and Benefits:
Salary range to $65,000 commensurate with experience. An excellent benefits package is provided with options for voluntary programs.

Applications:
Submit letter of application, resume, and three references to Professor Anita Silvers, Chair, DSS Director Search Committee, Human Resources, Admin. 252, San Francisco State university, 1600 Holloway Avenue, San Francisco, California 94132. Include *Job #3303.4M* and Social Security Number in all submissions. Review of applications begins December 2, 1994, and application period closes *January 13, 1995*.

An Equal Opportunity/Affirmative Action/ ADA Employer

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Northern Michigan University

Anticipated Faculty Positions in Electronics Technology

The Electronics Department at Northern Michigan University seeks applicants for two tenure track faculty positions. Teaching assignments may include lecture/lab courses in Electricity, Semiconductors, Digital Electronics, Linear Circuits, Fiber Optics, and C programming language. Other courses such as Communications Systems and Computer Maintenance may be taught depending upon experience.

Applicants must possess a Master's Degree in a relevant area and college/university teaching experience. Preference will be given to applicants with a doctorate or engineering experience. CET certification is desirable.

Applications should send a resume to:

Dr. William H. Rigby, Department Head
Electronics Department
Northern Michigan University
1401 Presque Isle Avenue
Marquette, MI 49855
(906) 227-2136

Candidate screening begins on December 15, 1994.

Northern Michigan University does not discriminate on the basis of race, color, national origin, gender, disability, or age in its programs or activities. Persons having civil rights inquiries may contact the Affirmative Action Office at (906) 227-2420. Persons having inquiries regarding Americans with Disabilities Act (ADA) may contact the ADA Coordinator at (906) 227-2970.

Colorado State University

VICE PRESIDENT FOR UNIVERSITY ADVANCEMENT

Colorado State University (CSU), a land-grant, Carnegie Division I Research university of over 21,000 students and approximately $370 million in annual expenditures, seeks nominations and applications for the position of Vice President for University Advancement. The university is seeking an experienced and dynamic individual to develop the vision and direction to lead the Institution's Advancement effort to an effective and mature level of accomplishment. The Vice President is a key member of the President's cabinet and supports CSU's teaching, research, and outreach mission. In collaboration with the President, Vice Presidents and Deans, the Vice President is responsible for planning, developing and administering coordinated university-wide efforts to establish and strengthen ties with university constituents; providing effective communications to enhance the standing of the university to internal and external audiences; raising private funds to support the strategic initiatives of the university; and overseeing effective recognition and stewardship programs for all donors and volunteers.

The Vice President for University Advancement is directly responsible for overall management and coordination of University Development (fund raising); Alumni Relations; and Public Relations (internal and external communications, publication, graphics, and creative design services).

Minimum Qualifications:

Bachelor's Degree required, advanced degree preferred. At least five years of progressively more responsible experience in direct management and leadership of relevant fund raising and institutional relations/advancement/alumni relations activities. Preference will be given to candidates who have a professional working knowledge of all aspects of alumni affairs, fund raising, university advancement, and external relations specifically within higher education. Candidates must demonstrate the ability to work with faculty, academic administrators, and others to achieve the University's priorities and goals. Candidates must document direct, significant, and successful experience in fund raising as part of their application package; have excellent communications skills (written and oral); and be effective at public presentations. Candidates must also demonstrate a commitment to, and experience in achieving diversity goals and objectives.

Colorado State University provides a high quality education and research environment in an appealing city of 100,000 located at the foothills of the Rockies. Fort Collins offers a moderate climate with many recreational pursuits nearby.

An application consisting of a detailed resume or curriculum vitae; a cover letter which summarizes the candidate's interest in the position, demonstrates that they meet all position requirements, and specifically quantifies and qualifies their successful experience in fund raising; and names, addresses, and telephone numbers of five references should be received by January 6, 1995. Candidates who desire confidentiality should indicate such at the time of submission of the application materials. For more details about this position, please write or call. Nominations are also invited. Search may be extended if a suitable candidate cannot be identified. Communications should be addressed to:

Gerry Bonotti, Chair
VP for University Advancement Search Committee
309 Administration Building
Fort Collins, Colorado 80523
Phone Number: (303) 491-2598
Fax Number: (303) 491-2690

Colorado State University welcomes members of all groups, encourages them to apply for this position, and reaffirms its commitment not to discriminate on the basis of race, color, age, religion, sex, national origin, sexual orientation or disability in its educational programs, activities or employment practices.

CSU is an EEO/AA employer.

DEAN OF THE SCHOOL OF EDUCATION

The University of Dayton invites applications and nominations for the position of Dean of the School of Education which will become vacant on July 1, 1995.

The University of Dayton, founded in 1850 by the Society of Mary, is a comprehensive, Catholic university with 6,000 undergraduate and 4,500 graduate students enrolled in the College of Arts and Sciences, and the professional schools of Business Administration, Education, Engineering and Law.

Undergraduate degrees in the School of Education are awarded in the fields of elementary and secondary education, and health, physical education, and sport science. Graduate programs leading to the Master of Science in Education are offered by the departments of Educational Administration, Counselor Education and Human Services, Health, Physical Education and Sport Science, and Teacher Education. The advanced degrees of Educational Specialist and Doctor of Philosophy in Educational Leadership are also awarded. The School of Education is accredited by the National Council for the Accreditation of Teacher Education.

A History of Excellence: The School of Education, which ranks fourth in the State of Ohio in the number of education graduates per year, has a history of excellence in teacher preparation. That history includes designation by the National Institute of Education as one of nine notable programs in teacher education; top ten ranking in number of education graduates earning doctorates according to the National Research Council; recognition by the Carnegie Foundation as one of thirty schools of education making great strides in integrating liberal education and professional preparation; selection as one of eleven innovative teacher education programs by the American Association of Colleges.

Qualifications: The University of Dayton invites candidates for the Dean of the School of Education who hold an earned doctorate and have a history in higher education that includes research and scholarly publications, successful teaching, and excellence in administration. Candidates must possess a record of intellectual leadership and the ability to collaborate with public and parochial schools as well as the other academic units of the University. It is expected that the Dean will be willing and able to advance the aims and ideals of the Catholic and Marianist traditions of the University. Women and minority candidates meeting the above qualifications are especially encouraged to apply.

To Apply: Applicants should submit a letter of application, a current curriculum vita, and the names, addresses and telephone numbers of at least three current professional references to:

Dr. Carolyn Banz
Chairperson, Dean of Education Search Committee
University of Dayton
300 College Park Avenue
Dayton Ohio, 45469-1634

Application materials must be postmarked on or before November 15, 1994. References will be treated in a confidential manner and will not be contacted until advanced stages of screening.

The University of Dayton

The University of Dayton is an equal opportunity, affirmative action employer.

EASTERN

EASTERN WASHINGTON UNIVERSITY

COUNSELING
School Counselor Education

Assistant Professor, probationary tenure track position to begin September 1995. The primary responsibility of the faculty member will be to advise and teach in the CACREP accredited school counseling graduate program. Knowledge in the areas of child counseling, abuse prevention and intervention and consultation is desirable. The applicant will also be responsible for teaching undergraduate courses in Educational Psychology, Child and Family Guidance, Learning, Human Development, Assessment, Human Relations or Cultural Diversity. A doctorate in Counseling Psychology or Counselor Education is required. Professional and National School Counselor Certification (NSCC) are preferred. This position requires participation in local, state and regional associations, experience with state superintendents of public instruction, and a commitment to and accomplishment in scholarly activities. Review of applications will begin on November 15, 1994. Send letter of interest, vita and reference information to:

Dr. Joan Niemann
Department of Applied Psychology
Mail Stop 92
Eastern Washington University
526 5th Street
Cheney, WA 99004-2431

Eastern Washington University is committed to increasing the diversity of its faculty, staff, students and academic program offerings and to strengthening sensitivity to diversity throughout the institution. We are an affirmative action/equal opportunity employer, and applications from members of historically underrepresented groups are especially encouraged.

WESTERN MICHIGAN UNIVERSITY

COLLEGE OF ARTS AND SCIENCES
Faculty Positions

Western Michigan University seeks applications for a wide variety of faculty positions in the College of Arts and Sciences for Fall 1995, pending budgetary approval. Individual advertisements have been scheduled to appear in relevant professional journals and reference should be made to the advertisement in the *Women in Higher Education*, November, 1994 issue.

BIOLOGICAL SCIENCES: Assistant professor in microbiology requires expertise in bacterial molecular genetics. Preference will be given to candidates with research interests in signal transduction, microbial pathogenesis, host-microbial interactions or bioremediation. Send letters of reference and other supporting materials to Leonard Ginsberg, Chair, (616) 387-5637.

BIOLOGICAL SCIENCES: Assistant professor in neurobiology requires expertise in cellular or molecular aspects of neurobiology. Preference will be given to candidates with research interests in developmental neurobiology, neurotoxicology, or signal transduction, and to those with previous teaching experience. Send letters of reference and other supporting materials to Leonard Ginsberg, Chair, (616) 387-5637.

CHEMISTRY: Chair - The Chemistry Department is seeking a Chair to lead the department in the reactivation of its Ph.D. program with a focus on environmental chemistry. New research facilities will be available in a building scheduled for construction within a year. Several faculty are retiring, and the new Chair will be instrumental in the choice of their replacements as well as new faculty positions. Applicants must demonstrate a history of building a successful research program, preferably in the environmental field, have an extensive publication record of research scholarship in respected journals, document their ability to attract federal funding and demonstrate excellence in undergraduate and graduate education. Administrative experience is desirable. Send letters of reference and other supporting materials to the Chair Search Committee, Chemistry Department, (616) 387-2846.

CHEMISTRY: Assistant professor of physical chemistry with postdoctoral training in physical chemistry. Preference will be given to candidates with research interests in kinetics and surface science. The development of externally funded research is expected. Send letters of reference and other supporting materials to Michael McCarville, Chair, (616) 387-2923.

COMMUNICATION: Assistant professor in communication with an area of specialization in telecommunications management/communication technology. Preference will be given to candidates with research interests in telecommunications management, sales and programming; communication technology; or organizational uses of communication technologies. Send letters of reference and other supporting materials to James A. Gilchrist, Chair, (616) 387-3144.

COMMUNICATION: Assistant professor in communication with an area of specialization in media theory production. Preference will be given to candidates with research interests in organizational uses of video, or organizational and societal media effects. Send letters of reference and other supporting materials to James A. Gilchrist, Chair, (616) 387-3144.

COMPARATIVE RELIGION: Assistant professor with an area of specialization in the theory and method of the comparative study of religion. The successful candidate will have knowledge about a specific religious tradition as well as potential for teaching and researching from a nontheological and nondoctrinal perspective. Send letters of reference and other supporting materials to E. Thomas Lawson, Chair, (616) 387-4394.

ECONOMICS: Assistant professor in econometrics. Successful candidate will have ability to teach econometrics to Ph.D. students and to supervise Ph.D. level internships and dissertations. Send letters of reference and other supporting materials to Werner Sichel, Chair (616) 387-5539.

ENGLISH: One-year assistant professor in print journalism. Send letters of reference and other supporting materials to Shirley Clay Scott, Chair, (616) 387-2571.

ENGLISH: Assistant professor position in English with a specialization in Shakespeare. Ability to work in an editorial capacity for Comparative Drama highly desirable. Candidates must have a strong commitment to contributing to a new Ph.D. program. Send letters of reference and other supporting materials to Shirley Clay Scott, Chair, (616) 387-2571.

GEOGRAPHY: Assistant professor in geography with expertise in regional planning, land use analysis and/or water management, and the capabilities to apply geographic information systems to these areas. Interest in the geography of North America and the Great Lakes region preferred. Send letters of reference and other supporting materials to Eldor C. Quandt, Chair, (616) 387-3414.

GEOGRAPHY: Assistant professor in geography with expertise in computer cartography, geographic information systems, mapping applications and methodology. Interest in the geography of Africa and the Middle East or the Great Lakes/Michigan region is preferred. Send letters of reference and other supporting materials to Eldor C. Quandt, Chair, (616) 387-3414.

HISTORY: Assistant professor in history with a specialization in the history of late antique/early medieval Europe. Preferred geographical specialization - north or western Europe. Preferred research emphasis - cultural or social history, including venues such as art history, manuscript studies, material culture and historical archaeology, and a broad familiarity with multi-disciplinary research techniques. Send letters of reference and other supporting materials to Ronald Davis, Chair, (616) 387-4649.

HISTORY: Assistant professor of public history. Preferred research specialization - technology/material culture, public technology, art history, environmental history, and historical or industrial archaeology. Area specialization - early American, Midwest/Great Lakes, Canadian, or ethnic-minority history, although others, including specialization in non-American fields, will be considered. Send letters of reference and other supporting materials to Ronald Davis, Chair, (616) 387-4649.

MATHEMATICS: One-year instructor in mathematics education. Requirements include a master's degree and K-12 teaching experience. Send letter of reference and other supporting materials to Ruth Ann Meyer, Chair, (616) 387-4596.

MATHEMATICS: Assistant professor in topology/geometry. Send letters of reference and other supporting materials to Ruth Ann Meyer, Chair (616) 387-4596.

PHILOSOPHY: Assistant professor in philosophy with an area of specialization in epistemology. Preference will be given to candidates with research interests in the philosophy of the social sciences or cognitive sciences. Send letters of reference and other supporting materials to Michael S. Pritchard, Chair, (616) 387-4380.

POLITICAL SCIENCE: Assistant professor in political science with expertise in research methodology and statistics and a research interest in a substantive area of political science. Send letters of reference and other supporting materials to Chester B. Rogers, Chair, (616) 387-5684.

PSYCHOLOGY: One or two assistant professor positions in psychology among the following areas: School Psychology - graduate from an APA accredited program with research interests in learning, behavioral interventions, corrective and remedial instruction preferred; Clinical Psychology - graduate from an APA accredited program and completion of an APA approved internship required. Research interests in psychosocial treatment of mental disorders or behavioral medicine preferred; Industrial Organizational Psychology - preference will be given to applicants with research interests in training and development, performance management and behavioral systems analysis. Send letters of reference and other supporting materials to Howard E. Parris, Chair (616) 387-4051.

PUBLIC ADMINISTRATION: Assistant professor in public administration/organization theory and behavior. Send letters of reference and other supporting materials to Susan B. Hannah, Director, (616) 387-8942.

SCIENCE EDUCATION: Assistant professor in science education. Candidates with a background in the use of technology in science teaching and in the earth or physical sciences are preferred. Send letters of reference and other supporting materials to Larry Oppliger, Chair, (616) 387-5407.

SOCIOLOGY: Assistant professor in sociology with a specialty in the sociology of law enforcement and one or more of the following areas: corrections, urban, family, minorities and community policing. Send letters of reference and other supporting materials to Lewis Walker, Chair, (616) 387-5281.

SPANISH: Assistant professor in Spanish with a research specialization in Spanish American colonial literature preferred. Native or near-native fluency is essential. Send letters of reference and other supporting materials to John Benson, Chair, (616) 387-3003.

Western Michigan University, a Carnegie Classification Doctoral 1 Institution and equal opportunity employer, has an affirmative action program which encourages applications from underrepresented groups. Send letter of application, vita, statement of research plans, academic transcripts and three letters of reference to the chair/director of the appropriate department, College of Arts and Sciences, Western Michigan University, Kalamazoo, MI 49008, or call the department chair/director at the extension listed. Review of applications will begin December 1, 1994 and applications will be accepted until the positions are filled.

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How to Play the Negotiating Game for A Higher Salary

(Ed. note: Part II in a series on negotiating.)

In recruiting, there's only one major difference between men and women, says Manuela Kuffel, former head administrator for a University of Wisconsin-Madison dairy department, where she coordinated hiring and promotions. "When we make an offer, women either accept or decline outright. Men respond by asking for more money."

And they usually get it.

Like Any Other Marketplace

When you buy a car, you try to get the car you want at the lowest possible price. If you make a lowball offer and the seller accepts it, you're not going to offer more simply because you think the car is worth more and you're *willing* to pay more.

Likewise, with campus hires, the buyer – the school or department – wants the best person at the lowest price possible. It won't offer a higher salary just because it thinks the candidate is worth more; but it's usually will*ing* to pay more.

BUT, the candidate has to ask for more money.

"We never offer at the top of the salary range, so when somebody comes back with a counter-offer, we can say yes," Kuffel explains.

The problem is, women candidates don't ask for more, she says. They either take what's offered, mistakenly assuming it's the most the school will pay for their services, or they accept a competing offer, if they have one.

Nothing Ventured...

Let's say a candidate has two offers. The job she really wants came in offering a few thousand less, so she takes the other one. The result is a lose-lose situation: The school doesn't get the person it wants, and the woman doesn't get the job she wants.

All she had to do was ask, and she'd almost certainly have gotten more money, says Kuffel. She adds that men typically go back and forth several times, asking one school to raise their offer and the other to match it."You've got nothing to lose," she advises women. The worst thing we'll say is, sorry, that's all we can offer."

Remember: The school wants to hire you.

Niceness Isn't the Point

But if a candidate keeps asking for more, won't it seem obnoxious?

"It might, but so what?" says Kuffel. "How else are you going to establish the value of your services? When a school makes an offer, they are in effect asking you, *is this an appropriate value?* And that's where the negotiation process comes in.

"We had a male candidate we really wanted, and made a good offer. He called back and asked for more money, and we gave it to him. Then he called back and asked for even more. We gave it to him. Sure it was obnoxious, but he got what he wanted. So did we: He came to work for us. And we're delighted he's here; nobody holds it against him that he negotiated a higher salary."

In contrast, women almost always respond to an offer having already made a *final* decision to accept or decline, Kuffel has found. "Sometimes I'm thinking, *ask for more, you can get it*. But I've yet to amend a letter of offer for a woman."

Don't Be Meek

If it's not *whether* to ask, but *how much* more to ask for, use Kuffel's rules of thumb:

- If the job listing included a salary range and your offer is toward the low end, they're lowballing you and you *know* you've got room to ask for more.
- If your offer is at the high end, you should still ask for more, but don't leave it open-ended; specify what it will take to hire you.
- If you want just a few hundred or thousand more, that's not much to the employer and you shouldn't even hesitate to ask for it.
- If your salary goal is over 20% above the offer or high end of the range, maybe it's the wrong job for you.

Okay, But What Do I Say?

Contrary to many women's instincts, it's not necessary to give reasons for requesting more money. Men often don't, Kuffel says, while women "sometimes tell me their whole life story, hinting but never outright asking for more."

She stresses that the employer "really doesn't care what the reasons are. We're not offering you a salary because your dad had a stroke or your kids are in day care. All we want to know is, what will it cost us to hire you?"

It's perfectly acceptable to simply say, "I'm very interested in the position but I'd need another $5,000," without saying *why* you need it. (It's really none of the employer's business.)

Women who feel uncomfortable demanding something for no apparent reason can say, "I'm

It's NOT Just the Money, But...

(Ed. note: While we recommend a direct approach to increase your salary, this experience vividly shows a hiring institution's readiness to sweeten the pot.)

A biologist received an attractive offer from Michigan State University. Uncertain over the next career move of her live-in research partner, she didn't want to relay her concerns, fearing they'd seem irrelevant or overly personal. So she called MSU back to say she was having second thoughts.

The response? "We could push the salary to $46,000 if that would help"—a 15% increase over the original offer. They assumed that she was tactfully fishing for a higher salary.

Totally surprised, she stammered that she'd think it over. "We could probably go even higher than that. Just tell us what you need."

Flabbergasted but flattered, she agreed and hung up. The money wasn't what concerned her, but it had never occurred to her that she could improve the offer financially. They must really want *me*, she decided, so she summoned the courage to discuss her concerns about her partner with them.

Two years later, she and her partner are *both* settled at MSU in well-paying tenure-track positions.

interested, but for my experience and qualifications, another $5,000 would be a more appropriate salary." Remember, the bottom line is the value of what you're selling: your ability to do the job.

If there's a competing offer, say so and state your terms: "X College offered me $5,000 more. I'd like to work for you, but I need a matching offer."

Above all, says Kuffel, be direct: Don't hint or hedge, or say "Well, I'm thinking about it, but moving will be costly, and housing's expensive."

Come right out and say, "I want the job, and here's what I need to take it." You don't have to specify how much you want, but you should make clear what you want: more money. And get it in writing, spelled out in a new letter of offer.

What if They Say No?

If the employer can't meet your salary terms, consider making some alternate requests, such as:

- More staff, project or equipment support
- Flex time, comp time or more vacation
- "Special recognition" at the next scheduled pay raise; or a substantial, specified raise after your six month evaluation; or a guaranteed salary of X amount by X date, letting them work out details.

"Men respond by asking for more money – and they usually get it.

– Manuela Kuffel

Sometimes it's impossible to squeeze money out of the current fiscal year, but expected to be pretty easy to find it for next year. But Kuffel notes that a deferred raise means losing all that extra salary in the meantime. " Better to get it up front."

Occasionally, a negative response means there's another good candidate waiting in the wings. If so, you may not be able to improve the offer, but you won't know unless you try. Again, get added benefits or promises in writing. As Kuffel warns, "Institutional memories can be very short."

For Those Staying Put

Consider asking for a raise or promotion in your current job. Men do it all the time, says Kuffel, and they're much more insistent when turned down, saying, "If not now, when?" or "I'll stop back in four months to discuss this again."

In contrast, "Women don't push the issue. They ask during merit increases or at the logical time for a raise, and if none is forthcoming they'll wait a whole damn year before asking again!"

Unless there's a universal salary freeze, administrators and faculty should expect a minimum raise of 5%, and aim for 10%, she says.

When requesting a raise, follow the same principles as with a job offer: Be direct and get it in writing. The difference is that you may need a pretext (a recent accomplishment, competing offer, or colleague's higher salary), since the funds haven't already been authorized, as for a new hire.

Go For It

It's easier to demand more money when a school is courting you, but it's never too late.

"What a woman *shouldn't* do is live with a lower salary by rationalizing the difference, like, 'Oh well, at least I get flex-time.' It still bothers her than her male colleague gets paid more, often for no other reason than that he asked for it," she says. "There's already a structural undervaluing of women; it's up to women to help themselves by increasing the value we place on our own work."

JH

Manuelo Kuffel recently relocated to the Houston area, where she can be reached at (713) 362-8537.

WHAT SHOULD SHE DO?

(Ed. note: Being a woman in higher education, you are constantly being tested. A WIHE subscriber participated in the scenario below, and asks for your advice.)

Traditionalists Among Women at Technical School Co-Opt Women's Group

Her voice was flat, resigned to the frustration of existence in a professionally starving environment at a technical school. As a professor with aspirations of entering campus administration, she yearned for a more supportive and cooperative culture, one far different from that of her current institution, which is controlled by the patriarchal techno-weenies.

It *is* a tech school, through and through. Even many of the women there acted like men, especially those tokens in administration. But little by little, alternative-thinking women like herself had managed to get together a women's caucus. They were on the right track, discussing issues and even suggesting a few potential answers.

The administration got nervous, and instructed the few women in administration on campus that their sisters were stirring things up, making things uncomfortable. And would they please get them to just shut up?

So these women, handmaidens to the men in charge, did just that. They infiltrated, co-opted and neutralized the power of the women's campus group.

She knew it was wrong, that there were many others like her who once had hope, and now once again felt powerless, and doubly more so for having their hopes raised and then dashed.

"It's easy to get started, but it's much harder to keep control of your own organization," she said.

What can she do?

Write, call or fax your reply by November 15. It can be anonymous. We reserve the right to edit for space and clarity, but will seek your approval before publication of your opinion.

Don't Count On The Union For Help

Struggling to end discrimination on campus, women often look to unions and collective bargaining for help. But they are not the panacea for affirmative action some expect, according to Virginia Lee Lussier, associate dean and assistant professor of management at St. Louis University,

Lussier, who discussed "Equity in the Academic Workplace: The Impact of Collective Bargaining" at the 7th Annual University of Texas-El Paso conference on Women in Higher Education in January, finds that unions offer women mixed results on affirmative action.

On the negative side for women on campus: salaries have changed very little over the past 20 years, numbers on campus have increased slightly but remain far below men's, and women are still concentrated in lower status academic jobs – including part-time and non-tenure track.

As recent hires, women and other minorities suffer from the union's dogma of considering seniority as an objective standard, in both promotion and retention. Only 1 of 19 unionized institutions Lussier surveyed included affirmative action as a consideration when laying off faculty. And cutbacks tend to occur in fields with a high proportion of women students, such as humanities, social sciences and education.

On the positive side, Lussier notes, "I have benefited salary-wise by being at institutions that were bargaining," for across-the-board pay scales. "Spillover" benefits help women in administration: Higher wage scales for faculty result in higher scales and benefits packages for administrators.

On tenure issues, women are vulnerable to gender bias due to the confidentiality of the proceedings and under-representation of women on tenure committees. But collective bargaining contracts often support access to faculty personnel files, providing women with a chance to respond to critical evaluation.

Open Records Helps Women

Aleta McKinley, a tenured professor and president of the faculty union at Kutztown State University PA, asserts that a contract that provides for open records assures that women "don't get caught in the old-boy networking and behind-the-scenes politicking" that confidential proceedings can fester. Their contract stipulates that the University tenure committee publish its minutes, and that it may only consider signed materials submitted by the candidate and the candidate's department.

The administration doesn't harm women, other faculty do.

– Martha West

But Martha West, University of California-Davis Professor of Law, notes that at UC campuses, "there's a four-page single-spaced personnel policy on academic excellence that tenure committees are supposed to use" when deliberating a tenure application. Even so, she asserts, "it's who is on the committee that's important."

Arbitration, the final step in a grievance, is also problematic for women, according to Lussier.

Kutztown Contract: A Woman's Model

What happens when women become actively involved in a union? Kutztown State University has some surprising results to show for 20 years of active involvement by women on campus.

"The issue that first got women here active was a leave policy," notes Professor Aleta McKinley, union president. "For any type of leave, unpaid or not, faculty kept seniority – with the exception of child care leave. If a woman professor took a child care leave – really a maternity leave – for a semester, she lost seniority."

Women faculty began organizing within the union, forming a women's caucus that pressured the union to eliminate the distinction. When they won, they realized that the union provided legal and official recognition that gave them a powerful voice.

"It took years of work," McKinley warns, given competing demands for women's time. The union's entire executive committee now is women, all of whom were recently re-elected to a second term, although only 30% of the chapter's 400 members are women.

The contract provides a "wellness benefit," for both full and part-time faculty, including free annual gynecological exams and mammograms. It also limits the percentage of faculty hired as part-timers, and mandates that they be hired using the same wage scale as full-timers. The union is now negotiating for a part-time faculty tenure track.

Theirs is one of the few contracts that speaks directly to affirmative action and provides a grievance procedure for violations. McKinley notes that their grievance success rate is higher than that of any other mechanism on campus for affirmative action and sexual harassment issues. The grievance chair for the past fifteen years has been a woman.

On the positive side, arbitration sets up problem-solving procedures for many types of grievances. Women benefit from being less susceptible to invalid biases that occur when such procedures aren't carefully planned or are secretive.

Fortunately, Title VII rights are considered independent of any other laws concerning job discrimination. People who submit a claim of discrimination to the arbitration machinery under a union contract do not lose the right to ask a federal trial court for relief, even if the bargaining agreement states that both the employer and employee are bound by the arbitrator's decision.

McKinley notes that, if women are active in bargaining, "arbitration can be a less costly, less time-consuming way to achieve resolution" on affirmative action issues: Kutztown's faculty contract is one of the very few that speak specifically to affirmative action issues; its members may file grievances for affirmative action violations.

Prove Non-Discrimination

The Civil Rights Act of 1990, in placing the burden of proof on the institution in cases of discrimination, may reduce the costs of litigation. Currently, the accused institution must prove that it is not

discriminatory, that its employees reflect the available labor pool by geographic region.

Such an interpretation has created havoc in legal circles. "Still," says Denis Collins, University of Wisconsin assistant professor of business ethics, "the courts found that the deep pockets of institutions as played against an individual claiming discrimination made for such inequity that justice wasn't being served." The interpretation holds much promise for women on campus, as it has been extremely difficult to prove intent to discriminate on the part of a 20-member committee, taking years of litigation and thousands of dollars.

Get Involved in Your Union

In the end, whether or not a union helps women depends on how much women are involved in the union, and how open the administration and the faculty are to issues of affirmative action. Lussier advocates the courts as the best route for affirmative action, not unions.

West disagrees, advocating women organizing themselves as the best route. "The most powerful academic entity isn't the administration, it's the academic senate. That's where women need to be involved. The administration doesn't harm women (in hiring and promotion), other faculty do."

Since women represent only 20% of tenure track faculty nationwide, the first step is to achieve a critical mass in sheer numbers, she says, suggesting that 50% of new hires on University of California campuses be women.

Administrative steps to help women on campus include establishing affirmative action committees with the power to draft legislation for faculty vote. Again, what's important is who is on the committee, and how well that committee networks with the faculty at large to get their vote.

Women faculty who organize and assist each other in getting appointments to tenure committees stand a better chance of seeing their institution become more responsive to issues of gender equity.

In other words, we have met the enemy and we are it. ■

DJ

RESEARCH BRIEFS

Poor Single Moms Report What Helps Them

With 25% of families headed by women, and a college education seen as a ticket off welfare, researchers Nadine Van Stone, J. Ron Nelson and Joan Niemann of Eastern Washington University sought to identify sociological and psychological factors in the academic success for single mothers.

They used a semi-structured 25-question interview to tap into ideas from 46 welfare moms in a program at a mid-sized northwestern university. Participants had a mean age of 33, GPA of 3.5, and two children. Half were seniors, a quarter juniors, and the rest equally split between frosh, sophomores and grads.

Support *from others* was much more important than participants' *own internal psychological beliefs.*

	% saying "Important"
Social Factors	
Support of other students	69%
University services	69
Support of family	67
Support of faculty	65
Psychological Factors	
Personal ambition	52
Prior knowledge/ experience	26
Effort/discipline	17
Self-confidence	14

Students reported that positive interactions with their profs were critical, but most were reluctant to ask for extra help for fear of being thought less intelligent. Academic help and counseling centers were very useful to learn studying and coping skills.

Factors not significant were class rank, GPA, years since divorce and number or ages of children.

– ***Journal of Higher Education***, September/ October 1994.

Does An Ivy Affect Students' Attitudes?

Tests measuring differences in students' political and social attitudes their first and fourth years found some changes over the years.

In 1987 at a large, prestigious, private Eastern university, 557 first year students filled out attitude questionnaires. Four years later, 303 of them were still on campus and completed questionnaires – 168 women and 135 men, whose mean family income in 1987 was in the $70,000-$80,000 range.

In four years, scores measuring tolerance for homosexuality increased by 25% and social conscience increased by 15%, while liberalism increased by 8% and feminist attitudes increased by 6%. Scores measuring support for male dominance decreased by 9%.

Women students overall scored higher on issues of social conscience, feminist and anti-male dominance, both as first year and fourth year students. There were no significant differences in rates of attitude changes by gender, religion or Greek affiliation.

– ***Sex Roles***, July 1994.

Women Politicians Just As Willing to Attack Using Negative TV Ads

Since women seem to violate cultural norms when their ads attack an opponent instead of being deferential and soft, researchers checked whether gender affected candidates' use of negative ads.

Examining 99 TV ads in eight senate and eight governor races where a woman candidate opposed a man, they found few differences.

Women were challengers in 80% of the contests, and men were incumbents in 80%. Some seats were open. As challengers, 75% of the women ran negative ads. As incumbents, 37.5% of the men ran negative ads. In open seats, 83% of the women compared to 86% of the men used negative ads.

Women's campaigns were more likely to focus on their opponents' ethics, but the ads did not appear to soften the women candidates' negativity.

Candidates of both sexes used negative attack on opponents in a report style, using an unseen narrator and undocumented evidence to support their claims.

"Women felt compelled to use negative ads to strengthen their candidacies," reported researchers, who did not indicate success ratios.

– ***Women and Politics***, No. 2, 1994.

WIHE Readers Talk Back

"If you're not getting anybody agitated, you're not doing your job" is the axiom for rabble-rousers, including us at *WIHE*. If that's the measure, we're doing our job.

"We're Not the Bad Guys Here"

Last month's front page article reported on the new state law holding the University of California system accountable for detailing its progress in achieving gender equity in academic appointments and tenure, and its expenditures for outside counsel in defending gender bias lawsuits.

A call from Ellen Switkes, assistant vice president for academic advancement for the University of California system, advised us that hers is *not* the worst system in the country for gender bias "by any means," just one of the biggest systems. And, we might add, often a bellwether for trends across the rest of country.

"I am an advocate for women; I am not the enemy," she said, noting that she is a dues-paying member of WAGE (We Advocate Gender Equity), the group that testified for the law.

She acknowledged that although the university is not supporting its women employees enough, it is taking significant steps. One is co-sponsoring the American Council on Education's 5th annual President's Conference on the New Agenda: Why You Can't Ignore the Women's Agenda in the Changing University on June 22-24 at UCLA, to help research universities with gender equity issues.

Switkes promised to address the issue of women trying to implement change from the inside in a future IN HER OWN WORDS column.

Some Search Firms Work

Taking issue with the February 1994 article "Unstack the Deck: Strategies to Overcome Search Committee Bias," Maria M. Perez asserts that some small search firms do "believe that creating social change is part of their mission."

As president of Perez-Arton Consultants, Inc. in New York City, she challenges the bias that only large, corporate-based search firms can find qualified candidates for major academic positions.

Smaller firms that specialize in higher education – most of which tend to be owned by women – have strong records, she notes. Her firm has placed three women as presidents, ten women as vice-presidents, seven women as deans and eight women as directors of major academic support units.

"One of the ways women in higher education can help themselves is to insist that search committees consider search firms with proven track records in recruiting qualified women and minority candidates," she wrote. Call her at (212) 986-1630.

Paul Says "Right On"

Last month this column featured an open letter to Paul Tregurtha, chair of the search committee seeking a new president for Cornell University. He agreed with our Wish List of attributes, regretted that Cornell had not seen fit to advertise its vacancy in the pages of *WIHE*, and appreciated the incisive contributions of women on the search committee.

He noted that Cornell's presidential search committee has "a good representation of women members" whom he describes as "exceedingly well-connected" and often likely to "bring out different dimensions and perceptions" which as a man, he otherwise would have missed.

Talk is cheap, so we'll stay tuned for the next installments: Release of the short list of candidates that includes women, and selection of the winner.

"We Are Not Ahead"

In the August issue, this column dealt with the negative effects of Title IX on women getting administrative and coaching jobs, as men usurp women's programs and jobs. In September, we reported a slight turnaround is finally occurring.

Linda Hartsock, head of Integrated Options in Alexandria VA, wrote two pages taking issue with our interpretation, citing the article's data as indicating that we are still behind 1978 figures.

"To say, in your article, that things are better because we're slightly ahead of the previous report period but are still behind pre-Title IX figures, I believe, conveys an unjustified positive conclusion. The longitudinal data suggest otherwise."

Editors always get the last word: We'll agree that we're still behind, but we optimistically see the glass as half-full. And we applaud (literally, at the Vermont conference) development programs like the new HERS institute aimed at preparing women as athletic directors (See page 2) that accelerate women's retaking positions of authority in athletics.

MDW

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Value Differences at Heart of Campus Gender Issues

Based on a presentation by Dr. Deborah A. Sieger, Chair, Department of Criminal Justice/Social Welfare, Kutztown University, Kutztown PA, at the October 1994 University of Vermont Gender Issues in Higher Education conference.

Role incongruities develop through gender and cultural differences in expectations and behavior. In other words, people who don't act like others, or like others expect them to act, often cause discomfort because they seem incongruous or out of place.

When the minority or "out-of-place" viewpoint threatens to encroach on the dominant viewpoint, anxiety turns to fear, and the majority may try to stop the full acceptance of women and minorities.

When women and minorities enter college communities, *role incongruence* creates a basic value difference that cannot be resolved through normal conflict management techniques. This is because the techniques focus on resolution of *conflict*, and fail to consider basic *value differences*. To create gender-sensitive college communities, campuses must address, rather than ignore, the value differences.

Strategies to Exclude Others

Many defenses can prevent change, including:

- *Marginalizing: writing people off as irrelevant* to justify ignoring or excluding them: "Any strong woman is a militant loony, or a lesbian."
- *Silencing*: disallowing expression of alternative opinions or viewpoints.
- *Exhausting* women and minority members with activities, such as multiple committee and task force assignments.
- *Dividing to conquer:* a strategy with many forms. One is limiting money or resources, so the groups spend energy just maintaining their budgets and bickering with each other, rather than banding together to seek real changes. ("We have $50,000 for diversity. You decide the allocation.")
- *Rewarding women who act like men*, to discourage gender issues activism and solidarity.
- *Hiding behind democracy:* using "majority vote rules" to limit the impact of gender and minority representation – all in the name of democracy.

For Example

Date rape, unions providing due process protection for those accused of harassment, and student teaching evaluations are issues that are value-based. The question is, whose values?

In date rape, are sexual transgressions by males considered part of growing up? Does the woman bear the greater burden to prevent it, based on her

Strategies for Gradual Change

No single, isolated change will win appreciation of gender and minority values issues on campus, but some strategies can increase sensitivity while calming the natural fear and anxiety that accompany change.

Successful strategies can clarify values conflicts, increase people's comfort with different values and frames of reference, and remedy situations where differences impede progress for women and minorities.

1. ***Create coalitions for change,*** while remaining alert for classic divide-and-conquer techniques. Don't overlook the possible support of the traditional nurturers on campus: librarians, social work faculty, counseling staff, campus clergy, as well as sympathetic community leaders and organizations.
2. ***Coordinate efforts.*** Perceived power can be as effective as real power. Coalitions may not represent a majority, but may have enough influence among majority group members to effect change. Because minority group members often have little traditional power, and their power may be diffused across campus, they tend to overlook the potential of their combined influence.
3. ***Reduce anxiety about difference*** by using nonthreatening measures, rather than strategizing about "power plays."
4. ***Increase awareness of the need to address value difference*** through curricular issues. If your school is revising its general education requirements, this can be a viable mechanism for change. Get sympathetic people onto the curriculum planning committee, where a "majority vote" may eventually be cultivated to represent a minority viewpoint.
5. *Figure out which area of campus is most receptive to change* and cultivate it there – student affairs, the administration, a faculty group. Change in one part of a system often precipitates change in another.
6. *Remind people of other frames of reference*, to focus on the value differences that create exclusionary behaviors rather than focusing on the person as the problem. Bias recognition and understanding are essential at the outset to accomplish any real and lasting change.

role expectations?

Is it fair to have a woman's union dues pay to protect a man charged with harassment, especially when she has to hire her attorney in a civil lawsuit?

Students traditionally rate teachers lower if they are less assertive, dominating and authoritative, so should women who commonly use that style receive compensatory credit, like veteran's points?

Educate the Opposition

Sexism will not be "cured" by women, any more than racism will be eliminated by people of color. It's necessary to identify key members of the majority who are sensitive to these issues, and work with them to educate others.

But there are risks involved. Studies have shown that when men use nonstereotypical male behavior, they too risk marginalization. Their colleagues may perceive role incongruities as "inappropriate behavior" or a sign of weakness.

For pluralism to become a reality, both people and schools need to reconsider their values.

But the change usually won't occur unless it's in the best self-interest of the person or institution. To facilitate change, find and use the "vested interest" of appropriate individuals (both carrots and sticks), and help detractors understand the value of difference so that they can tolerate it, or even endorse it, as a freeing experience for themselves and the larger community.

Demographics in Our Favor

Including women and minorities as responsible, adult, contributing members of college communities challenges the very foundation of the traditional American educational system.

But don't give up! As more women enter college communities, change is happening. Maggie Kuhn, founder of the Gray Panthers, reminds us that, "One good thing about old age is that you tend to outlive your enemies."

JH

Athletes Commit More Reported Sexual Assaults on Campus

The stereotype of jocks getting their rocks off by assaulting women on campus found new support from recent research based on campus police and judicial affairs offices at 30 NCAA Division I schools.

Researchers Todd W. Crosset and Mark A. McDonald from the University of Massachusetts-Amherst and Jeffrey R. Benedict from Northeastern University conclude that "male college student-athletes, compared to the rest of the male student population, are responsible for a significantly higher percentage of the sexual assaults reported to the judicial affairs offices on the campuses of Division I institutions."

Defensible Data

Of sexual assaults reported to campus police on ten campuses in 1992-1993, male student-athletes comstituted 3.7% of the campus male students but were involved in 9.1% of the assaults.

Of those reported to judicial affairs offices on 20 campuses from 1991-1993, male student athletes constituted 3.3% of the total male population but represented 19% of the assaults. In 1991, male student-athletes made up 2.8% of the total male student population but 24% of the assailants.

All incidents involved rape, attempted rape, unwanted touching or using threats or intimidation to gain nonconsensual sexual contact.

Reports from judicial affairs offices may be more reliable because women seeking a timely response, protection and adjudication without a criminal trial and invasion of privacy are more likely to turn to their office for relief, than to campus police.

Why?

Although researchers were unable to explain the association between varsity athletic membership and sexual assault, they did find that male football and basketball players accounted for 30% of the student-athletes, yet were responsible for 67% of the reported sexual assaults.

"Contact sports like football and basketball were over-represented, raising the possibility that athletes trained to use physical domination on the field are more likely to carry these lessons into their relationships," they noted.

They also reported comments linking sexual assaults by athletes to changes in the coaching staffs, so maybe "coaches have a significant impact on the team's social milieu and thus on athletes' behavior outside of sport."

The report concludes that "... if sexual aggression is a form of behavior that is influenced by social and group cultural factors, subject to control and change, intervention and education may reduce the frequency of sexually aggressive behavior among men, including athletes."

WOMEN

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PROFILE **Betty Castor, President, University of South Florida, Tampa**

'If You Don't Tell Your Story, Someone Else Will.'

Described as being "as politically tenacious as she is personally gracious," Betty Castor is a rare hybrid chosen to lead a group of recalcitrants known as academics.

While others would climb to the top of a 35,000 student university on the basis of a PhD and academic credentials, Betty Castor is proving the value of intelligence, political muscle and social skills. With neither PhD nor university teaching experience, she's putting the University of South Florida on the map.

Her open style of communication, ear-to-the-ground listening and knowledge of how to get things done has won influential friends among academics. And support from the faculty senate, many of whom originally preferred one of their own to run USF.

Finishing her first year there, she faces two hot issues: football and finances. They are not separate.

A Political Football

Many Floridians live and breath football, but USF has no team. Before Castor arrived on campus, supporters agreed to raise $10 million to establish and endow a USF football team. They agreed to seek board of regents approval for a team after they had raised $5 million. Having raised $4.3 million, they sought to go to the board. Not so fast, Castor said, gently putting the brakes on the football steamroller until the full $5 million is raised – and until her particular interest, gender equity issues, has been settled.

"As we move forward with the football program, we are going to have to make sure the participation rate of our female athletes approximates that of our male athletes," she says, since football normally skews gender equity.

USF Budget

At the press conference announcing her appointment as president, Castor noted that bottom-line concerns were a top priority. At a major faculty forum, she explained her goals of increasing faculty salaries, improving library funding and ending inequities on campus. But instead of preparing the school's budget in a vacuum, she appointed a university committee to research campus needs and tuition rates. They reached much the same conclusions as she had, which the budget reflects.

With her political know-how and connections, the school budget easily won state approval.

Speaks Their Language

Castor keeps in mind that the university lives off public funds and is responsible to the taxpayers. Meeting with business leaders in Tampa, she emphasized the school's 5,000 employees and $1 billion purchasing power. "You're running a business!" exclaimed a businessman who hadn't considered the school a financial bulwark of the community ... until Castor spoke in his language.

A Woman of Firsts

As the first woman to reach the 19,340 foot summi Mount Kilimanjaro, Castor has a long string of firsts. President of the Hillsborough County League of Women Voters, she became the first woman county commissioner in 1972.

From there she moved to the state senate in 1976, where she became the first woman to serve as president pro tempore. In 1986, she became the first woman in a state cabinet position, commissioner of education, which she left to become USF's first woman president in January 1994.

Degrees in education, a bachelor's in 1963 from Glassboro State College NJ and a master's in 1968 from the University of Miami FL, forecast her long-standing interest in teaching and learning.

Building Her Own Diverse Team

Castor says the key to successful leadership is to "surround yourself with strong people who share your views. It is incredibly important." Making diversity a key goal, she has appointed women to two top posts at USF: Kathleen Stafford is VP of development and Noreen Segrest is university general counsel. Another new VP is Afro-American.

> *Surround yourself with strong people who share your views. It is incredibly important.*
>
> –Betty Castor

"Gender is a special issue to me ... because of the rising expectations of our female students," she says. It is the university's role to provide leadership in education and establish a social agenda, while providing role models and fostering equity. "It is imperative that we reflect what women see today."

Communication Counts

"Effective and open communication is the key to leadership," Castor asserts. She charges leaders on campus to observe, listen and ask questions. "Communication is the largest single factor in how we relate with others and what happens in our decision-making process, regardless of the size of the organization and the purpose of the decision. It is the core of our being."

Personally Speaking

Castor is married to Sam P. Bell III, an attorney and member of the Florida house of representatives from 1974 to 1988. They have three grown children.

In the USF alumni magazine, Bell describes her "in-depth understanding of the forces at play that affect a university." He says, "She also has a real talent for bringing people together. But ... just because she's pleasant doesn't mean she isn't tough as nails."

Betty Castor brings USF to the table as a major power among the state universities. Although both Florida State in Tallahassee and the University of Florida in Gainesville compare in size, they have a 100 year head start. But with her record, it's just a matter of time until they are all spoken in the same breath.

From material by Caroline Westerhof, PhD, USF policy analyst.

WHAT SHE SHOULD DO

In last month's scenario, a fledgling women's group on campus was co-opted and neutralized by handmaidens of the administration. They adjusted a few salaries and pronounced the campus a fine climate for women, while those who knew better were left shaking their heads. What can they do?

Readers Suggest Fight ...

First, the organizer must affirm her power within her own mind. In the words of Joan Chiddister in ***Job's Daughters,*** "Power is the ability to make things happen, to get results. Power does not hope that someone will listen; power knows that it will be listened to. Power does not expect favors; power expects results."

She needs to repeat it, until she believes she has the power she needs to do the good she must do. Remember, she held the power. There would have been no backlash if she and her group did not threaten the status quo. They do fear her, a further affirmation of her power: that of truth and justice.

Feeling her own strength, she needs to empower her group. Name what has happened: illegal discrimination. Be clear that administration's actions were wrong, unethical and very likely illegal. The duty falls on her and her group to right the wrong. To do nothing would condone the behavior, and this would be just as wrong.

Who does the administration answer to? Who or what does it fear? Generally speaking, lawsuit and controversy and scandal are what any administration fears most. Pick everyone's brain to determine friend or foe among those having power over the administration.

Homework: Document everything that indicates the illegal activity: gender discrimination. Label it and talk about it in those terms: illegal gender discrimination. Build your case. Obtain a list of witnesses from the group, and if possible outside the group. What settlement, what redress will the group accept and in what time frame? Be very clear what is acceptable and unacceptable. Write it down. The goal is not a lawsuit, but a redress of the wrong that has been done. Know who you can file your suit with, if you're pushed. Call your congressperson, governor, whoever can help. Find out general information about federal, state and private lawsuits.

Homework: Know your media contacts. This is news! Say nothing to them at this time. Make up inflammatory headlines for your own comic relief.

Go to the handmaidens. Meet with them one at a time. Inform them of the seriousness of their actions and that they would be named in any lawsuit. Explain that you don't want a lawsuit, and the likelihood of obtaining an early resolution would increase if they would supply information to you. Find out as many specifics as possible. They could easily be co-opted to your side, but don't trust them entirely. They will go to the administration immediately, so be prepared.

Go to the administration with as many women as possible. If the president is not at the meeting, call it off. Talk only when the key decision-maker is in the room. Do not be referred or deferred. Say it is serious and require that all be present. If you get nowhere, go directly to the president of the board of directors.

At the meeting, outline the facts and options you are considering. No threats. Be kind but firm. Word it in such a way that there is great room for inference. For example, if it's a state school, mention that due to the seriousness of administration's actions, a call has been made to the governor's office, a state senator, affirmative action, etc. The call should be made, but the purpose would be general: to obtain the procedure for filing a class action suit for gender discrimination.

But again, state the fact with no explanation or specifics. Let them infer the details. If pressed, say an attorney has advised you that details should be reserved for formal proceedings. Give enough specifics, however, so they know you know.

Assist their imagination. State that you would dislike a nasty media blitz of this unfortunate mistake as much as they would. But the press would have a field day (mention a few headlines here). Administration will try to contain and minimize the issue. Resist by suggesting it is too big to contain. Don't say how the press will know; merely imply that the press will find out.

In the meeting, never take the defensive; you are in control. If you feel the tide has turned and feel defensive, don't succumb. End the meeting, bow out gracefully and schedule a follow-up meeting.

Know your bottom line: what your group will and will not concede. You could employ a hard liner/soft liner approach, where one group member takes the extreme position whenever administration appears incredulous or pompous.

Be affirmed that what you are doing benefits all present and future women on campus. It is a crusade. Be assured that it is a tough job, and you have what it takes to do it.

–An anonymous administrator with 20 years in the trenches, who knows how it is played and that this is the only way.

... or Flight

First of all, this person needs to look for a job at another institution. Her current work environment is not a place where she can flourish. She tried and was sabotaged both by her superiors and her colleagues. To be true to herself, she needs to move on. She shouldn't waste her creative energy in an environment where it is not only unappreciated, but may even harm her professionally.

Second, if she can't move for some reason, she should go outside the university for support. Join professional organizations as an outlet for her interest and energy in pursuing women's issues, and look for groups in the community to plug into for support and networking opportunities.

– Karin Ryding, Chair, Arabic Department, Georgetown University, Washington DC

NEWSWATCH

Sexist Photo at Arizona Draws Complaints

When was the last time the cover of a campus directory caught your eye?

Women at the University of Arizona are complaining that the 25,000 new directories feature a photo of a male carrying a briefcase, followed about four paces back by a woman struggling with arms full of flowers, perpetuating sexist stereotypes.

"Frankly, I think it's much ado about nothing," said Mark S. Woodhams, student publications director – despite the many phone calls, e-mail messages and letters to the newspaper about it. "It's just a ripple. I haven't had one *student* complaint."

Ironically, the man in the photo is a university lobbyist, the woman is the associate dean of the school of business, and *he* is carrying *her* briefcase.

"I've been asking people what they think about it, and most say 'Yuk,'" commented Diane Castro, associate director of admissions. "Personally, I think it's not appropriate for an official directory. It points out that people need to be more thoughtful and sensitive to the issues, especially those in publications."

Most Women Athletes Still Shortchanged

Despite lawsuits, gender equity studies and the Office of Civil Rights, little has changed for female athletes over the last two years, according to a survey by *The Chronicle of Higher Education* reported in its October 26, 1994 issue.

- In the 181 NCAA Division I schools, all but 22 give more money proportionately to their female athletes than they did four years ago, but it's still less than a quarter of athletic scholarship money, despite having more women than men students enrolled. Football continues to be the sport that skews the averages in favor of male athletes.
- Overall, women athletes receive about 36% of athletic scholarship funds.
- Fewer than 7% of the 257 schools responding to the survey have a percentage of women athletes that is close (within 5%) to the percentage of their women students .

"Any progress has got to be welcomed, but I think the rate of change is totally insufficient, and my observation is that women have been too patient for too long," says Christine Grant, director of women's athletics at the University of Iowa.

Grant keeps tabs on all legal actions taken against colleges and universities nationwide on a 40+ page document.

Wisconsin Threatens Layoffs After Bias

The old divide-and-conquer strategy is still being tried at the University of Wisconsin-Milwaukee, where recent settlements in sex bias cases have cost the school $300,000.

Administrators say the payments may come from budgets of the three schools where the bias occurred – business, fine arts and English/comparative literature – and could result in cutting support staff or faculty there, according to *The Wisconsin State Journal* of November 9, 1994.

The women professors receiving settlements in those departments ultimately will suffer again, this time in the form of reduced support and/or layoffs, while being cast in the role of whistleblowers for exposing the bias and benefiting from settlements.

Any Disrespect Can Hurt, Publisher Shows

A Minnesota publisher of novels and non-fiction that deals with women's lives found a new way to demonstrate that slights can have an effect, no matter what the intent.

Joan M. Drury, publisher at Spinsters Ink in Minneapolis, reports an incident in the 1995 winter catalog. She was defending Minnesota sportscasters at the 1991 World Series who refused to refer to the Atlanta team as the Braves, noting that the tomahawk motion offended Native Americans. Her companion scoffed that no disrespect was *intended*.

Leaning over, she pinched his arm. When he protested that it had hurt him, she responded, "No it didn't. You just misunderstood my intention. I didn't mean for it to hurt, so it didn't."

When he scowled, she continued, "If someone says something hurts, do you really think we have the right to tell them it doesn't?"

Spinsters Ink, Box 300170, Minneapolis MN 55403-5170; (612) 377-0287 or FAX (612) 377-1759.

Good News: Another GREAT Conference

Last year's University of Texas-El Paso International Conference for Women in Higher Education generated almost a dozen articles for these pages, and the 1995 version looks just as good. Scheduled for January 5 - 8 in San Francisco, it offers about 100 papers on topics relevant to both administrators and faculty. Presenters come from England, Australia, Nigeria, Germany and Asia, as well as the US.

Topics include: The Token Female, Leadership Survival Strategies, The Feminist Chair, The Type E Woman Goes to College, The Climate for Climate Studies, When High Achieving Women Work With Low Achieving Men, Participatory Democracy in Departmental Politics, Perspectives on Harassment.

Cost is $195 until December 9. For details, call UT-El Paso at (915) 747-5142 or FAX (915) 747-5538.

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University of Wisconsin Oshkosh

Nominations and applications are sought for the position of Provost/Vice Chancellor of the University of Wisconsin Oshkosh.

DESCRIPTION OF DUTIES: The Provost/Vice Chancellor serves as the University's chief academic officer and reports to the Chancellor. The Provost/Vice Chancellor provides leadership for all aspects of the University's educational mission. Primary responsibilities include: (1) overseeing all academic programs and curricular issues; (2) recommending appointments, renewal, grants of tenure, promotion, and salary administration; (3) recommending allocation of personnel, funds and other resources for programs and instructional support units; (4) providing direction for budget development; (5) representing and advancing the University's interests in academic affairs to the University of Wisconsin System and participating in meetings of System Provosts/Vice Chancellors.
QUALIFICATIONS: Candidates should present evidence of (1) an earned doctorate; (2) excellence in teaching, service and scholarly research or creative work which would qualify for tenure in an academic unit; (3) successful administrative experience; (4) ability to work constructively and communicate effectively with students, faculty, administrators and other constituents; (5) awareness of current curricular issues; (6) commitment to principles of affirmative action and equal opportunity; and (7) commitment to collegial governance.
SALARY: Salary is competitive and based upon qualifications and experience.
APPLICATIONS MUST INCLUDE: (1) a narrative letter describing how the applicant's training and experience directly relate to the outlined job responsibilities; (2) a detailed professional resume; (3) a statement of whether the applicant wishes to have his or her name held in confidence or made available to the public upon request; and (4) the names, addresses, and telephone numbers of at least five references who can attest to the applicant's professional qualifications. The deadline for receipt of applications is February 1, 1995. The anticipated date of appointment is July 1, 1995. Send applications to: Dr. Susan H. McFadden, Chair, Provost/Vice Chancellor Search and Screen Committee, Department of Psychology, University of Wisconsin Oshkosh, Oshkosh, WI 54901.

UNIVERSITY OF WISCONSIN OSHKOSH IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.

ASSOCIATE VICE CHANCELLOR ENROLLMENT MANAGEMENT & DIRECTOR OF ADMISSIONS

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

UCSC invites nominations and applications for the position of Associate Vice Chancellor, Enrollment Management and Director of Admissions. The Associate Vice Chancellor will report to the Vice Chancellor, Student Affairs and serve as a member of the Vice Chancellor's staff.

Responsibilities: manage the processes and activities which influence the size and characteristics of the undergraduate student body and ensure the recruitment, admission, and enrollment of qualified students of diverse interests, ethnic groups, and socioeconomic backgrounds reflective of the population of the State of California; oversee and coordinate the activities of offices involved with enrollment, including Accounts Receivable, Financial Aid, Registrar, and Student Affirmative Action/Educational Opportunity Programs.

Requirements: substantial experience in an executive position with responsibility for enrollment services, with emphasis on marketing and the successful recruitment of underrepresented students; knowledge of current computer technology as applied to admissions and enrollment services. Advanced degree strongly preferred.

Located about 80 miles south of San Francisco, UCSC overlooks the Pacific Ocean and enrolls approximately 9,000 undergraduate and 1,000 graduate students in a unique collegial organization in which undergraduates are affiliated with one of eight interdisciplinary colleges, each with its distinct academic core course and emphasis.

Direct nominations to: C. James Quann, Interim Associate Vice Chancellor for Enrollment Management, 146 Hahn Student Services Bldg., Santa Cruz, CA 95064; facsimile: 408-459-3188 by 1/18/95. **To apply:** call (408) 459-2011 for copy of complete job description & requirements or to request disability accommodation. Refer to Job #96-11-0a. Annual salary: $73,600-$110,400 commensurate with qualifications & experience; excellent benefits package. Applications, resumes, salary history & the names, addresses & telephone numbers of three references must be received by 2/6/95 at the UCSC Staff Human Resources Office, 102 Communications Bldg., Santa Cruz, CA 95064. AA/EEO

President
University of Louisville

The Search Committee for the President of University of Louisville invites nominations for the position of President. Dr. Donald C. Swain has announced his intention to retire on June 30, 1995 after serving as President for 14 years.

The new President will lead the University toward its 200th anniversary. One of the two designated research universities in the Commonwealth of Kentucky, the University of Louisville is an urban and metropolitan co-educational institution with approximately 22,000 graduate, professional and undergraduate, residential and commuter students enrolled in more than 70 undergraduate majors, 60 masters programs and programs of study for Doctoral and Professional degrees. The University has an endowment of $138 million. There are three campuses, including a health sciences center. The total budget is $335,067,100.

The President is responsible to the Board of Trustees. It is preferred that the new President has an earned doctorate and executive experience in higher education as well as experiences and accomplishments in the following areas:

- Leadership in higher education
- Student life and development
- Resource development
- Financial management
- Teaching, research and service
- Diversity and multi-culturalism
- Governmental and community relations

Individual portfolios must include a letter addressing the candidate's qualifications in terms of expectations listed above, a current resume and a list of references.

Please send nominations to:

Mr. George E. Fischer
and Mr. Gene P. Gardner
Co-Chairs of the Search Committee
University of Louisville
c/o Heidrick & Struggles
1301 K Street, NW
Suite 500 East
Washington, DC 20005

Review of credentials will begin immediately and continue until the search is completed. The appointment is effective July 1, 1995.

University of Louisville is an Equal Opportunity and Affirmative Action Employer and encourages women and minorities to apply.

UofL
Leading through learning

OHIO UNIVERSITY

Associate Provost for Information and Instructional Technology

Ohio University invites applications and nominations for a newly created position of Associate Provost who will be the senior administrator for technology initiatives, including academic and administrative computing, library and non-print media, telecommunications, and other technologies. The Associate Provost will provide vision, leadership, and coordination of campus technologies as well as strategic planning, operations, solicitation of external funds, and budgetary decisions. The Associate Provost reports to the Provost and will work in consultation with constituent groups in developing a master plan for technology consistent with the mission of Ohio University.

Ohio University is a comprehensive, doctoral-granting, Research I, state-assisted university with 19,000 students on the Athens campus and another 9,000 on five regional campuses.

Qualifications: Candidates must have knowledge of information technology and proven skills in management, planning, diplomacy, and consensus building. Experience with utilization of technology in a complex organizational structure is also essential. Preferred qualifications include leadership experience in managing information and instructional technologies, preferably in higher education, superior communication skills and a graduate degree in a field related to the position.

Compensation minimum is $70,000 and will be commensurate with background and experience. Screening of candidates will begin January 15, 1995, and will continue until the position is filled. Applications or nominations should be sent to: **Barbara Reeves, Associate Provost, 311 Cutler Hall, Ohio University, Athens, OH 45701; 614-593-2577; fax 614-593-9191; e-mail breeves1@ohiou.edu.**

Ohio University is an Equal Opportunity, Affirmative Action Employer.

University of Wisconsin-Green Bay

PROVOST AND VICE CHANCELLOR FOR ACADEMIC AFFAIRS

The University of Wisconsin-Green Bay seeks an innovative leader and thinker for its university team. The Provost and Vice Chancellor for Academic Affairs is the senior vice chancellor and chief academic officer of the university and reports directly to the Chancellor.

The University of Wisconsin-Green Bay, established in 1965, has a distinctive curriculum founded on an interdisciplinary approach to value issues within regional, national and global environments. It offers undergraduate and select master's programs. The University also serves as a regional intellectual, cultural and economic resource. It has an annual budget of $45 million and an enrollment of 5,633.

Qualifications ◆ An earned doctorate or other appropriate terminal degree from an accredited institution, preferably in a field represented at UWGB ◆ A record of distinguished teaching, scholarship, creative activity, and public and professional service. ◆ Academic credentials of a Full Professor with tenure. ◆ By education and experience, demonstrated understanding of and commitment to the purposes, goals, and values of public universities; evidence of innovative leadership in academic planning, program development and evaluation; proficiency in communication, decision making and personnel and budget management; and demonstrated skills in fostering excellence in teaching, scholarship, creative activity, and public and professional service. ◆ Experience in academic administration, preferably as a dean or above, and in positions of increasing responsibility is expected. ◆ An understanding of student services, academic support, and enrollment management functions expected and experience in these areas highly desirable. ◆ Commitment to Affirmative Action and demonstrated success working in or developing culturally diverse campus environments expected. ◆ Record that demonstrates understanding and support of collegiality and distinctive role of faculty, staff and students in governance. ◆ Record of effectiveness in relating to and communicating with internal/external constituents. ◆ Assist the Chancellor in developing the University's capacity to generate alternative sources of funding.

Submit nominations by January 18, 1995. Include name, current position, address and telephone numbers of the nominees. To apply, submit a vita; names, addresses and telephone numbers of five persons who can serve as references; and a letter of interest which highlights the abilities and experiences you can bring to the position. Applications should be received by February 1, 1995 to receive full consideration.

UW-Green Bay is committed to enhancing the cultural and gender diversity among its administrators, faculty and support staff. Applications from persons of color and women are especially encouraged. To request a full job description or submit an application or nomination, write to: **Dr. Clifford F. Abbott, Chairperson, Search and Screen Committee/Chancellor's Office, University of Wisconsin-Green Bay, 2420 Nicolet Drive, Green Bay WI 54311-7001. Telephone 414 465-2207.**

Unless confidentiality is requested in writing, information regarding the applicants must be released upon request. Finalists cannot be guaranteed confidentiality.

University of Notre Dame

ASSISTANT PROVOST FOR UNIVERSITY COMPUTING

The University of Notre Dame invites applications and nominations for the position of Assistant Provost for University Computing. The Assistant Provost reports to the Vice President/Associate Provost and is responsible for the leadership, management, and budgets of the Office of University Computing – a campus-wide service unit that

- provides and/or coordinates computing services for all units of the University,
- provides leadership in establishing directions in computing technologies, including networking,
- collaborates with other service providers, such as University Libraries, Educational Media and Telecommunications.

Qualifications include experience in the management of computing services in an academic environment, effective communication skills, and substantial technical expertise in computing systems. Preference will be give to candidates who have a Ph.D. degree and the requisite experience to qualify for a regular faculty appointment in a relevant department.

The salary is negotiable and will be based upon experience and qualifications.

Responses, complete with resumes and the names of three references, should be mailed before December 15, 1994, to:

Roger A. Schmitz
Vice President and Senior Associate Provost
202 Main Building
University of Notre Dame
Notre Dame, Indiana 46556

THE UNIVERSITY OF NOTRE DAME IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER M/F/D/V

VICE PRESIDENT FOR ACADEMIC AFFAIRS

The University of Texas M.D. Anderson Cancer Center Houston, Texas

The University of Texas M. D. Anderson Cancer Center invites nominations and applications for the position of Vice President of Academic Affairs. The Vice President for Academic Affairs serves as the Chief Academic Officer of the institution and reports to the Office of the President of the institution.

PRIMARY RESPONSIBILITIES:

- Oversees faculty career development - responsible for development and implementation of policies relating to faculty recruitment, retention, promotion, and tenure; liaison to Faculty Senate.
- Leads educational programs - leads, coordinates, and implements all educational activities including pre- and post-doctoral studies, clinical fellowships and residencies, allied health training, inter-institutional affiliations, and cancer information dissemination.
- Directs academic support services - including Medical Research Library and Offices of Conference Services, Scientific Publications, and Biomedical Communications.

QUALIFICATIONS:

- Ability to develop and implement an academic vision for the institution in this time of health care uncertainty.
- A strong academic background with a degree in medicine or academic doctorate in one of the biomedical sciences.
- A record of leadership in academic administration.
- Demonstrated excellence in teaching, scholarship, and public service.
- Ability to build consensus and work with all groups within the institution to enhance academic excellence.
- Exceptional oral, written, analytical and interpersonal skills.
- A commitment to the vision and mission of M. D. Anderson Cancer Center.

APPLICATIONS: Applicants should forward a letter of application, a current curriculum vitae and the names of three references by January 15, 1995 to:

Margaret L. Kripke, Ph.D., Chair
Search Committee for Vice President for Academic Affairs
U. T. M. D. Anderson Cancer Center
Department of Immunology - Box 178
1515 Holcombe Blvd.
Houston, TX 77030

SALARY: Commensurate with qualifications and experience.

As an affirmative action employer, U. T. M. D. Anderson Cancer Center offers equal opportunities employment without regard to race, color, creed or religion, age, sex, national origin or disability. M. D. Anderson Cancer Center is a smoke-free environment.

BELMONT UNIVERSITY

Dean, School of Humanities/Education

Belmont University invites nominations and applications for the position of Dean of the School of Humanities/Education for an appointment effective June 1, 1995. The Dean serves as the administrative head of the School and reports directly to the Provost. Responsibilities include directing the academic program of the eight departments within the School of Humanities/Education: Art, Behavioral Sciences, Communication Arts, Education, History & Political Science, Literature & Language, Philosophy, and Physical Education, Health, & Wellness.

Qualifications: The applicant should have an earned doctorate in one of the fields within the School of Humanities/Education, and a record of teaching excellence, scholarly activity, and commitment to the value of a liberal arts education. The successful candidate must demonstrate administrative experience and abilities that will enable him or her to function effectively in a student-centered university environment that values teamwork, collaborative administration, intellectual and cultural diversity, and continuous improvement in the quality of its processes and programs.

The University: Belmont is a comprehensive, co-educational university located in Nashville, TN, enrolling 3,000 students from diverse backgrounds. The university offers the baccalaureate degree in 50 major areas of study and the master's degree in education, music education, nursing, business administration, and accountancy. The second largest private institution of higher learning in Tennessee, Belmont has as its vision to be a premier teaching university bringing together the best of liberal arts and professional education in a consistently caring Christian environment. Belmont University is affiliated with the Tennessee Baptist Convention.

Applications: Applications should include a letter of interest, a c.v., three references, and a statement of the candidate's perspective on the role of the dean in fostering and promoting the liberal arts in a comprehensive university. The Search Committee will begin the review of applicants immediately and will continue to receive and review applications until the application deadline, January 6, 1995. Send applications to:

Marcia A. McDonald
Chair, Dean Search Committee
Belmont University
Nashville, TN 37212-3757

Belmont University encourages women and members of minority groups to apply.

ARIZONA STATE UNIVERSITY WEST

Dean and Professor
College of Human Services

The campus is seeking a senior academic administrator for the College of Human Services which encompasses the departments of Administration of Justice, Communication Studies, Recreation & Tourism Management, and Social Work. The college currently includes 25 full-time faculty and 7 full-time staff and comprises approximately 25 percent of the ASU West undergraduate population. This Dean will provide leadership enabling the college to continue to: 1) develop an excellent instructional and research faculty, 2) expand upper division and masters degree programs, 3) implement instructional programs, research and service activities that are disciplinary/interdisciplinary, non-traditional and innovative, 4) enhance outreach to the community and 5) secure internal and external resources for the College. The Dean oversees college budget, personnel, strategic planning, and faculty development. The College of Human Services faculty is committed to maintaining a collegial environment that fosters cooperative decision-making between faculty and the Office of the /dean.

QUALIFICATIONS: Required - An earned doctorate, tenurable in the College of Human Services at ASU West; a record of excellence in scholarly/creative activities and teaching appropriate for appointment at the rank of full professor with tenure; a record of support for cultural diversity and faculty governance; a minimum of three years of effective leadership and administration including budget, personnel, and program and curriculum development.

Desired - Capacity to facilitate external support of unit research, teaching, and service activities.

APPLICATION DEADLINE: January 16, 1995 or the 1st of every month thereafter until the position is filled.

APPLICATION PROCEDURE: A letter of nomination or application, vitae, and the phone numbers and addresses of three references must be sent to:

Dr. William Svoboda, Search Chair
Human Services Dean Search Committee
c/o Christine Cassavant
Academic Affairs, 1251
Arizona State University West
P.O. Box 37100
Phoenix AZ 85069-7100
Phone: (602) 543-6385

GENERAL INFORMATION: Arizona State University West, located on the western border of the city of Phoenix, serves a diverse and nonresidential population drawn primarily from the metropolitan Phoenix area. This is a new campus which offers state-of-the-art teaching and research facilities. ASU West offers upper division courses leading to bachelors degrees and graduate level courses leading to masters degrees. ASU West and the College of Human Services promotes a balance of teaching, scholarship and service as necessary to meeting the mission of a metropolitan university. ASU West, accredited by the North Central Association, currently has 5,000 students and is expected to grow to 10,000. ASU West encourages diversity among its applicants.

TARLETON STATE UNIVERSITY

DEPARTMENT HEAD
COMPUTER INFORMATION SYSTEMS

Tenure track, approximately 75% teaching. Qualifications: Earned doctorate in CIS or closely related field with significant graduate level course work in CIS; teaching experience and evidence of administrative and leadership ability. Appointment date negotiable; June 1, 1995, preferred. Application deadline December 15 or until filled.

Tarleton is a part of the Texas A&M University System.

Contact: Dr. Steve A. Steed
Tarleton State University
Box T-0170
Stephenville, TX 76402
Phone 817-968-9047

TSU is an EEO/AA Employer and encourages applications from women and minorities.

DEAN

COLLEGE OF EDUCATION
University of Oklahoma

The University of Oklahoma invites nominations and applications for the position of Professor and Dean of the College of Education. The University of Oklahoma is a comprehensive research university offering a wide variety of undergraduate and graduate programs and an extensive continuing education and public service program. Its 2000-acre Norman campus houses 12 colleges with approximately 800 faculty which serve 21,500 students. In addition 8 medical and health related colleges are located on the Health Sciences Center campuses in Oklahoma City and Tulsa.

The College of Education has three departments offering programs in more than fifteen areas of the undergraduate, master's, and doctoral levels to approximately 1,500 students. The Department of Instructional Leadership and Academic Curriculum, with 18 tenure-line faculty members, offers the majority of the teacher preparation programs at OU, with undergraduate, graduate specializations in early childhood, elementary, and secondary content areas. The Department of Educational Leadership and Policy Studies has 18 tenure-line faculty members and offers graduate programs in adult and higher education, educational administration, curriculum and supervision, and educational foundations. The Department of Educational Psychology, with 21 tenure-line faculty members, offers master's and doctoral level programs in instructional psychology and technology, counseling psychology, and special education, and offers courses in the teacher education program.

At the undergraduate level, the College has recently redesigned its extended teacher education program and has received a very positive NCATE evaluation and accreditation. At the graduate level, vigorous efforts have been undertaken to strengthen and redesign doctoral programs. The College faculty includes many new faculty with great potential who are early in their academic careers. This faculty is committed to a research agenda which is responsive to the diverse needs of a complex society.

THE DEAN'S POSITION: The Deanship offers an exciting opportunity for someone interested in working with an accomplished faculty to enhance the national prominence of the College. The next phase of our development requires a dynamic dean with strong scholarly credentials who can and will help us develop the funding, research, and teaching potential of the faculty. Working with the faculty, members of the University of Oklahoma community, and state and school district personnel, the Dean will play an important role in furthering our contributions to education at the local, state and national levels.

REQUIRED QUALIFICATIONS:

- Earned doctorate in education or related field;
- A record of excellence in teaching, research, and service appropriate to appointment as full professor in one of the departments of the college and as a full member of the graduate faculty;
- Administrative experience in higher education including academic and financial planning.

PREFERRED QUALIFICATIONS:

- Evidence of a commitment to an open and democratic administrative style and shared governance with faculty, staff, and students;
- Evidence of commitment to scholarship and to furthering the research mission of the college;
- An understanding of and commitment to excellence in teaching and innovative approaches to learning;
- A record of experience in and collaboration with the public schools and other school and non-school settings and services;
- A record of commitment to teacher education and experience with external accreditation efforts;
- A record of valuing and supporting varied scholarly interests and forms of research;
- A commitment to the professional development of faculty and staff;
- A commitment to affirmative action and a record of enhancing and supporting gender sensitivity and cultural diversity among faculty, staff and students;
- Ability to function as a strong advocate for faculty, staff, students, and the college to both internal and external constituencies;
- A demonstrated track record of fund raising and securing grants.

POSITION AVAILABLE: July 1, 1995.

SALARY: The salary is competitive.

The Search Committee will begin reviewing applications on December 15, 1994. The position will remain open until filled. A completed application should consist of a letter of application, a curriculum vitae, and a list of five references (with telephone numbers). Please send nominations and/or applications to:

Richard A. Cosier, Dean, College of Business Administration
Chair, Education Dean Search Committee
307 W. Brooks, Room 207, Norman, OK 73019-0450
Telephone: (405) 325-3611

The University of Oklahoma is an Equal Opportunity, Affirmative Action Employer.
Women and minorities are encouraged to apply.

BEST COPY AVAILABLE

DIRECTOR OF PROGRAMS

Newcomb College Center for Research on Women
Newcomb College of Tulane University

The Newcomb Center for Research on Women of Tulane University invites applications for a Director of Programs to assist the Director in developing and coordinating the Center's activities. These activities include sponsorship of educational programs, faculty development seminars and several annual lecture series; administration of the Women's Studies Program; sponsorship of research programs; the development of a collection of primary and secondary source materials; and publication of occasional papers, bibliographies, and a semi-annual newsletter. The responsibilities of the Director of Programs are to develop innovative projects which further the Center's research and teaching mission; secure funding for special projects; teach a women's studies course each semester, on of which is *Feminist Theories*; advise women's studies students; design and plan academic programming; and design and edit the Center newsletter and other publications. The Director of Programs works closely with the Center committee, women's studies faculty associates, academic departments, university relations, student services, alumnae, and community organizations.

Candidates must have an earned doctorate, a commitment to feminist scholarship, demonstrated teaching ability, administrative experience or significant promise of having such skills, strong writing skills, and the ability to work with people in a variety of positions. Candidates specializing in any subfield of women's studies are encouraged to apply. We are especially interested in appointing someone whose scholarly interests parallel the Center's research foci on southern women, the higher education of women, or state-wide policy initiatives.

This is a 12-month appointment beginning July 1, 1995. The salary is competitive.

Applicants are asked to submit a letter of application outlining interest in the position, a curriculum vitae, and three letters of reference to:

Beth Willinger, Director
Newcomb College Center for Research on Women
Tulane University
New Orleans LA 70118-5683

To ensure consideration, all materials should be received by January 6, 1995.

Tulane University is an Equal Opportunity/Affirmative Action Employer

Dean of the College of Business
IOWA STATE UNIVERSITY

Iowa State University solicits applications and nominations for the position of Dean of the College of Business. Applications will be accepted through January 10, 1995, or until the position is filled.

The College of Business is composed of the departments of Accounting, Finance, Management, Marketing, and Transportation and Logistics. It offers undergraduate majors in all five areas as well as in Management Information Systems, a Master of Business Administration, and an M.S. in Business Administrative Sciences. The MBA Program has both a residential program and a Saturday program. The college currently enrolls 2,600 undergraduate and 230 graduate students. The college has 55 tenure-track faculty members and is accredited by the American Assembly of Collegiate Schools of Business. The University Industrial Relations Center is housed in the College.

Iowa State University of Science and Technology is a land-grant, Carnegie Foundation Research I University with a commitment to both information technology and technology transfer. It is a member of the American Association of Universities. The College of Business is one of eight academic colleges reporting to the Provost. The University seeks to strengthen ties between the College of Business and other units on campus, such as the College of Engineering and the Department of Economics.

Ames, Iowa is a vibrant community composed of 25,000 permanent residents and 25,000 students. The community supports a wide range of civic, intellectual, and artistic activities. It is 40 minutes from downtown Des Moines, less than four hours from Minneapolis/St. Paul and Kansas City, and close to numerous outdoor recreational opportunities. Its public school system has received national recognition for excellence.

The Dean of the College of Business will provide vision and leadership in linking the college's future development to strategic directions of the university, particularly in expanding the college's linkages to new business and economic opportunities emerging from the university's accelerated research thrust. The position requires qualifications for a tenured appointment as professor; a distinguished record of scholarship, teaching or professional practice; leadership experience as a university administrator, or in an equivalent position; the ability to develop a strong external presence in the business community; skill in fund raising and in alumni relations; and potential in guiding organizational development and in dealing creatively with curricular and professional issues on the forefront of business education and research.

Nominations and applications (with a cover letter, curriculum vitae, and the names and telephone numbers of five references) should be sent to: Dr. Elizabeth Hoffman, Dean of the College of Liberal Arts and Sciences and Chair of the Business Dean Search Committee, Office of the Provost, 107 Beardshear Hall, Iowa State University, Ames, Iowa 50011-2021; fax (515) 294-8844. Minority and women candidates are especially sought.

UNIVERSITY OF RHODE ISLAND

Director, Publications

Bachelor's degree in one of the following required: graphic design or a related professional graphic arts degree; communications; English; journalism. Master's degree preferred. A minimum of five years of professional publications experience required with a specialization either in design, or in editing and writing. At least four years of publications project management experience required. Previous supervisory experience required. A thorough knowledge of publication production techniques required, as are knowledge of and expertise in public relations/marketing strategies as they relate to publications. Must have experience working as either an editor or designer in a desktop environment, preferably Macintosh. Demonstrated ability to communicate effectively, verbally and in writing, and to organize, coordinate, and supervise support staff. Must possess strong interpersonal skills. Submit a letter of application and resume by 12-16-94 to: Jeanne Moore, Search Committee Chair, Log (#231057), UNIVERSITY OF RHODE ISLAND, P.O. Box G, Kingston, RI 02881. The University of Rhode Island is an AA/EEO employer and is committed to increasing the diversity of its faculty, staff and students. People from under-represented groups are encouraged to apply.

DEAN
COLLEGE OF EDUCATION
The University of Wyoming

The University of Wyoming invites nominations and applications for the position of Dean of College of Education.

The Position: The Dean reports to the Provost and is responsible for academic, administrative, personnel, and fiscal management for the college. A major aspect of the deanship is the opportunity to work with a dynamic faculty currently involved in implementing a new teacher education program in collaboration with 15 partner school districts. Extensive state-wide cooperative involvement and leadership in education are essential to the position. Experience is required in planning, administering, and implementing programs.

The University: The University of Wyoming is a land-grant, research university, ranking among the nation's top 100 institutions in federal research and development funding. The University of Wyoming is a Carnegie Research II institution which offers 100 bachelor's, over 70 master's and 27 doctorate degrees. Over 10,000 students attend the main campus in Laramie and several thousand additional students take coursework across the state. The University is the only institution in Wyoming that grants bachelor's and graduate degrees. Blue skies, open spaces, clean air, and year-round outdoor recreation are among the fringe benefits of the University of Wyoming.

The College of Education: The College is one of seven in the University. Over 100 faculty and staff work with approximately 1,300 students, one-fourth of whom are enrolled in master's, specialist or doctoral programs. Degrees are offered in teacher education along with a number of graduate specializations. The College teacher education program requires extensive field experience. To this end, the College collaborates in a partnership with Wyoming school districts in field-based Centers of Teaching and Learning. One of the Centers is a campus laboratory school located on the main campus of the University. The Wyoming Partnership is one of 15 partnerships in Dr. John Goodlad's National Network for Educational Renewal.

Qualifications: Candidates should have a record of teaching and scholarly achievement sufficient to warrant tenure as a senior faculty member. A demonstrated record of effective communication, leadership, interpersonal management skills, and program implementation is expected. A record of success in increasingly responsible management positions is anticipated. Teaching experience in public schools is preferred.

Application: To receive full consideration, applications should be received by January 27, 1995. Salary will be competitive. Nominations or letters of application, vitae, and the names, addresses, and telephone numbers of four references should be sent to:

Oliver Walter, Search Committee Chair
The University of Wyoming
P. O. Box 3254, University Station
Laramie, WY 82071-3254

The University of Wyoming is an equal opportunity employer and specifically invites and encourages applications from women and minorities.

BEST COPY AVAILABLE

Assistant Director Bioacoustics Research Program

The Cornell University Laboratory of Ornithology is accepting applications for the position of Assistant Director of the Bioacoustics Research Program. The Assistant Director will provide administrative and scientific assistance to the multi-disciplinary, international research program while conducting and reporting his/her own original research. Specific responsibilities include: serving as a scientific liaison with members of the research community, government officials, private funding agencies, and the media; writing grant proposals and reports to funding agencies, and otherwise assisting with raising research funds; management and supervision of the daily operation of the program, including assistance in budgetary and personnel matters; and participation in seminars and scientific and industry meetings. Qualifications: doctorate or equivalent professional degree, post-doctorate experience preferred; demonstrated experience with research techniques and procedures in the area of bioacoustics is necessary and some technical training and experience in physical acoustics and acoustic signal processing is highly valuable; evidence of research ability as indicated by publications in the scientific literature, or other scholarly work, and successful grant awards is necessary. Demonstrated administrative and supervisory experience in a research environment is required. Government security clearance may be necessary. To apply, send CV, cover letter, and the names and telephone numbers of three references to: Bioacoustics Search, Cornell Laboratory of Ornithology, 159 Sapsucker Woods Road, Ithaca NY 14850, USA. The position is available immediately and applications will be accepted until the position is filled.

Cornell University is an equal opportunity employer/educator.

ASSISTANT PROFESSOR OF PHYSIOLOGY

The Department of Physiology, College of Veterinary Medicine at Cornell University is seeking applications for a tenure-track position of Assistant Professor of Physiology. Applicants must have a Ph.D., D.V.M. or M.D., or equivalent, with appropriate postdoctoral training. The successful candidate is expected to develop a strong, externally funded research program in reproductive physiology. Individuals whose research interests compliment existing programs in ovarian function and early and late pregnancy are particularly encouraged to apply. Extensive facilities exist within the College and the Division of Biological Sciences to support molecular, cellular and systems-based approaches to reproductive physiology. The appointee will be expected to contribute to graduate education through the Graduate Field of Physiology and will participate in the problem based learning curriculum for veterinary students.

Send letter of interest, brief statement of research interests, curriculum vitae and the names of three references to: Dr. Robert F. Gilmour, Jr., Department of Physiology, T8 023B VRT, Cornell University, Ithaca, New York 14853-6401, USA. *Applications should be received by January 16, 1995.* Women and minority candidates are strongly encouraged to apply.

UWM COUNSELING PSYCHOLOGY
University of Wisconsin-Milwaukee

The Department of Educational Psychology in the University of Wisconsin-Milwaukee invites applications for a tenure-track assistant professor, Fall, 1995. Requirements: Ph.D. in Counseling Psychology (APA-accredited program); APA-approved internship preferred. Expectations: contribute to the program's strong multicultural emphasis; teach and provide clinical supervision in multicultural counseling, vocational psychology, supervision, interventions, assessment and rehabilitation; promise of scholarly productivity in one of the above areas. Send vitae, three letters of recommendation, and selected reprints to: Nadya A. Fouad (Chair of Search and Screen) UW-Milwaukee, Department of Educational Psychology, PO Box 413, Milwaukee WI 53201. FAX: (414) 229-4939. UW-Milwaukee is an affirmative action/equal opportunity employer, and women and minority group members are strongly urged to apply. **DEADLINE: 2/15/95**

COUNSELING PSYCHOLOGIST II
UNIVERSITY OF CALIFORNIA, SANTA CRUZ

FT/Career; 2 month summer furlough. Two positions available to focus on Chicano/Latino or African American students, in support of Counseling & Psychological Services (CPS). **Responsibilities:** provide short-term counseling & psychotherapy to students from diverse personal & cultural backgrounds; perform crisis intervention & crisis management duties; conduct group counseling & psychotherapy sessions; consult with faculty & administrative/residential staff regarding student concerns. **Requires:** doctorate in counseling or clinical psychology, including internship by 8/1/95; or a masters' degree in counseling psychology, clinical psychology, or social work, w/CA MFCC or LCSW license and three years post-license experience; clinical experience; demonstrated strong clinical and crisis management skills; excellent interpersonal and communication skills; demonstrated expertise with developmental issues of late adolescence. Call (408) 459-2011 for Required Supplemental Application & copy of complete job description & requirements or to request disability accommodation. Refer to Job #96-10-22. Minimum starting salary: $3458/month. Applications/resumes, completed supplemental & salary history must be received by 2/6/95 at the UCSC Staff Human Resources Office, 102 Communications Bldg., Santa Cruz, CA 95064. AA/EEOE.

SAINT MARY'S COLLEGE OF · MINNESOTA

Saint Mary's College of Minnesota, Winona Campus, Winona, Minnesota, announces searches for three tenure track positions in the School of Business and Social Sciences. Applications are invited for the following positions. All positions begin in August 1995.

Department of Business

Teaching responsibilities include a variety of marketing and international business courses on the undergraduate and graduate levels. The department offers majors in: Accounting, Marketing, Management, International Business, as well as a residential Master of Arts program in International Business. Preference will be given to candidates with a Ph.D. ABD or MBA with significant professional/international experience will be considered. Please respond to: Pat Sommerville, Ph.D., Search Committee Chair, Campus Box #12.

Department of Computer Science

Teaching responsibilities include a broad range of undergraduate upper and lower division departmental course offerings as well as supporting the department's move toward a C/C + + and Unix based environment. Computing equipment includes a Unix-based NeXT workstation lab as well as various PC labs. The department offers majors in Computer Science and Information Systems. An M.S. in Computer Science is required. Preference will be given to candidates with a Ph.D. Please respond to: Ann Smith, Search Committee Chair, Campus Box #1459.

Department of Sociology and Criminal Justice

Teaching responsibilities include undergraduate courses in Corrections, Juvenile Justice, related support courses in Sociology and Criminal Justice. The department offers majors in: Sociology, Human Services, Criminal Justice as well as coursework applicable to Law Enforcement Licensure in the State of Minnesota. Preference will be given to candidates with a Ph.D. Expertise in the area of Corrections is highly desired. Please respond to: Stan Pollock, Ph.D. Search Committee Chair, Campus Box #1496.

The school and college are most interested in individuals who possess flexibility and interdisciplinarity in teaching and scholarship. Rank and salary will be commensurate with experience. Applications will be accepted immediately. Review of applications will close on January 31, 1995. For consideration, please submit curriculum vitae, evidence of effective college or university teaching, copies of publications, an official copy of graduate transcripts from all institutions attended and three current, original letters of reference to the Search Committee Chair specified at: Saint Mary's College of Minnesota, 700 Terrace Heights, Winona, MN 55987-1399.

Saint Mary's College of Minnesota is a Roman Catholic, coeducational, residential liberal arts college conducted by the Christian Brothers. Undergraduate student enrollment is 1300. The college is an Equal Opportunity, Affirmative Action Employer. Women and minorities are encouraged to apply.

How to Get and Keep the Top Student Affairs Post

For many women on campus, student affairs can represent an oasis where their skills, values and priorities coincide with what works to contribute to a positive campus experience for students.

Pat Daugherty and Elaine Globetti, student service leaders at the University of Alabama, presented results of a survey of 156 senior women leaders in student affairs (from a NASPA list) at the Vermont conference on Gender Issues in Higher Education in October.

Most respondents were white, middle-aged, married women with an average of more than ten years in higher education but only 1-5 years in senior positions.

More than half had terminal degrees, about one-third had faculty rank and a few had tenure.

Most 'Very Satisfied'

Overall, 97% reported "very high levels of job satisfaction." Due to the nurturing aspects of their jobs, women in student affairs were less likely than other administrators to burn out, they speculated.

They reported being most satisfied with their opportunities to work with students, work with colleagues and enjoy relative independence. Less satisfaction came from financial challenges, politics and territoriality, lack of institutional support for student services, high demands on their time and administrative chores of meetings and paperwork.

Interview the president carefully, to be sure there's mutual respect and complementary styles in this most critical relationship.

–Pat Daugherty and Elaine Globetti

Prepare for Top Leadership

Based on their responses, Daugherty advised women aspiring to reach top leadership positions to get a terminal degree, a mentor, a network and formal training in budgets and human resources.

Her recommendations fall into four categories:

• **Make professional preparations:** Get a doctorate, which 57% of respondents had, with the trend being toward EdD and law degrees rather than the PhD, and teach if possible. Both greatly improve credibility, especially among academics. She also advised working one's way to the top in national student service organizations, rather than being content to lead only regional groups.

Developing networks for support is important, especially finding someone to ask for advice and to speak about your abilities to others.

She suggested women join a local group that is predominantly male, such as the Rotary or the Chamber of Commerce, "to practice being one of the few," since "it's still that way at the top."

Learn to develop and manage a budget. It's a key skill, and many women still feel inadequate.

• **Make personal (mental) preparations:** Daugherty advised that women aiming for top jobs develop a mindset that will help them in interpersonal relationships on campus.

Recognize that there is a good old boys network, she said, but realize that women can add balance by refusing to be a clone of them, and using their feminine values as a positive force.

Similarly, acknowledge the politics on campus, whether or not you decide to play.

Don't overdress, keeping it simple and feminine but not sexy, maintaining a sense of yourself without conforming to the male standard.

If you can stay mobile, which is tough to do with families, it will be an advantage.

• **Be a generalist.** Keeping The Big Picture in mind is a necessity for those who want to be considered for top campus jobs, Daugherty says.

Methods she recommends include seeking experience on campus-wide committees, writing for publications outside of student affairs and getting active in national organizations serving all of higher education, like the American Association for Higher Education (AAHE).

• **Prepare for the interview.** Before sending out your resume, have a president critique it. Use plenty of numbers on the resume and in the interview, to demonstrate your facility with them.

Budget constraints mean more schools are using telephone and video interviews, so practice them. Know yourself and what you do best, so that you can present an honest self at the interview.

Before accepting the job, interview the president carefully, to be sure there's mutual respect and complementary styles in this most critical relationship.

Being Successful in the Job

Once you become the senior student affairs officer, being successful in the job requires a different set of skills, Daugherty says.

• **Work with and through others.** Considering the faculty as allies, rather than adversaries, helps you work with them. You will keep good people by being loyal and nurturing, supporting employees and co-workers. Retain your femininity as you lead.

• **Recognize the nature of the work.** "Be prepared to make less than other senior administrative officers," Daugherty warns, because for some reason people in student services earn less than those in academic affairs or finance.

Save your complaints for major issues, she advises, lest you get a reputation for being "shrill." And realize that at a higher level, you won't get to work with students so "it's no longer going to be 'fun' on a regular basis," she says. In fact, it will even be lonely at times. Being well-read and well-informed is expected: Read what your bosses read.

• **Preserve your mental health.** Against all challenges, you must work to avoid the burnout common to top administrators. Daugherty advises developing a thicker skin: assume that attacks are professional rather than personal. Keep a sense of balance between work and play, even if others around you do not.

Be flexible, she advises, and "Stay fit to keep up the incredible energy and stamina the job demands."

And laugh a lot. "A sense of humor is critical."

IN HER OWN WORDS

End Math Anxiety by Extending Student 'Academic Comfort Zones'

By Sheila Tobias, who wrote *Overcoming Math Anxiety* (W.W. Norton, 1978, 1994), *Succeed With Math*, (College Board, 1987), and *They're Not Dumb, They're Different* (Research Corporation, 1990). She is a consultant at Research Corporation, a foundation for the advancement of science.

Students often say, "I do well in humanities, but I just don't have the talent for math or science." More often than not, the students are female.

When students have difficulties in math and the sciences, the misperception is that talent for these subjects is both inborn and unalterable. As a result, many women and men are locked out of three quarters of the college curriculum and future high-paying careers in science and math.

Having researched gender-based education for 20 years, I have identified three misperceptions:

First, the belief that a student is either good at math and science or good in the language arts. *Second*, their talents are not just preferences but non-overlapping cognitive differences. And *third*, women are much less likely to do well and enjoy the areas of math and science than men are.

> *I believe students will not receive a full education, even if they are willing to try new subjects, unless they abandon the prisons of their preferred ways of knowing.*
>
> –Sheila Tobias

In fact, I believe the failure of women and girls to conquer the world of mathematics represents not a failure of intellect, but rather a failure of nerve. And the key to women's success in mathematics lies in extending their academic comfort zones.

Like their instructors, students enjoy learning and perform well within their established comfort zones. Not surprisingly, the zones correspond closely to the discipline-specific ways of knowing they have been taught throughout their educational careers. That's why some are more comfortable in an analytical English class, while others feel at home in the objective world of chemistry.

Having identified students' comfort zones and strategies that work well for them in English and history, for example, math-anxiety reduction classes teach students to adapt the techniques to math, as a transition toward extending their comfort zones to include quantitative analysis.

An Experiment in Learning Math

During the first three years of a math anxiety reduction project at Wesleyan University CT, we worked with 600 students who had vowed they'd never take another math class and would even transfer from the college if a math requirement were introduced. After an intensive eight-month program, they were willing and able to take college calculus.

The program consisted of six weeks of math anxiety reduction, six weeks of a refresher course focusing on review, and six weeks of rigorous pre-calculus. We began with the question, "What makes students believe science and mathematics are hard?"

Extensive classroom research indicates that one of the biggest sources of frustration for many math students is the pressure to find and commit to one single correct answer for every problem.

Because such "right" answers are in notoriously short supply in any field, it makes more sense to give students credit for making some headway with a problem rather than only for completely solving it.

Getting Comfortable With Math

How do we extend a student's comfort zone? Sometimes it means giving them credit for discovering that certain approaches just aren't going to work for certain problems, or re-defining success to include reconceptualizing a difficult theorem.

Success can also be defined as "making a little headway" on a problem, without a complete solution. Instead of demanding that students memorize countless formulas and procedures, teach them to begin thinking of math like a big jigsaw puzzle. First one piece is put into place, then the next, and the next, until they complete a picture.

It only makes sense. Could you finish a puzzle if given one piece at a time and asked to put it in the proper place at the outset, with no overall concept of what it should look like in the end?

Another part of establishing a comfort zone involves soliciting multiple responses and rewarding the best arguments and explanations, not just getting the one "right" answer.

To this end, students are asked to keep a running journal of their thoughts and feelings on the left side of their notebook pages. Their comments become the basis for classroom discussions.

Getting comfortable with math means having students look analytically at other tasks that already are easy for them, and having them adapt these proven strategies to their "noncomfort zone," making that area feel less alien to them.

Our goal was to help them appreciate that the essential challenges of solving math problems are the same ones they face in all subjects. We taught them coping skills: what to do when they're lost.

Working on the Outside

Besides extending students' learning styles, professors' teaching styles must also change to overcome the discrimination and sexism blocking women's success. Experienced professors must be persuaded to make their fields more accessible.

To faculty who would listen, we stress the importance of hard work, trial and error, discussion, debate, and individualizing tasks, ideas typically ignored in the teaching and testing of math and science.

For example, in a more accessible math class, grades could be based on thirds: one-third for getting the right answer; one-third for finding more than one way to reach the answer, and one-third for writing a paragraph on "What makes this problem mathematically interesting?"

Don't Get Too Comfortable

Our approach conflicts with some of the educational reforms offered over the last 10 years.

Some suggest that it's all right for women students to be more comfortable in one type of learning environment than another. They say that in the best of all possible educational worlds, women's "ways of knowing" (connected knowing, as opposed to separate knowing) would be featured and women's "ways of performing" (collaboration instead of competition) would be rewarded.

In other words, women would thrive in school if the kind of "knowing" in which they naturally excel were to be extended to all disciplines. I believe that view, while attractive on the surface, undermines the very purpose of education.

The word "education" has a Latin root, *educare*, which means "to lead out of." To lead students out of ignorance, certainly, but also to lead them out of their academic comfort zones: to teach them more than just how to compare and contrast multiple interpretations, but also to derive and deduce a single, unique answer when they must do so.

Without this dualistic view of the purpose of education, one that goes beyond simply mastering words, whole bodies of knowledge that are not based on words – from quantum physics to the periodic table – will remain out of their reach forever.

I think we do our women (as well as men) students no favor by simply catering to their preferred ways of knowing. As long as the world requires more than one type of intelligence for success, we owe them more than one type of strategy to learn. I believe students will not receive a full education, even if they are willing to try new subjects, unless they abandon the prisons of their preferred ways of knowing.

By entending their comfort zones, we are opening a new world to our women (as well as men) students, enlarging their competencies so that they can make their own school and life choices from strength, not from the process of elimination.

Sheila Tobias was keynoter at the University of Vermont October conference on Gender Issues in Higher Education.

What Have You Done for Women Lately?

2nd Annual IT'S HER TURN Contest

Each month in these pages, you learn of new programs and policies to support women on campuses all over North America. To reward those movers and shakers, and to bring new programs to light, WIHE announces the 1995 IT'S HER TURN contest. Use the form below, or create one, to describe your program supporting women on campus.

THE PROGRAM can be for career planning or mentors, internships or scholarships, family-friendly benefits or flextime, support groups or student study groups, or anything else that helps women working in the sometimes alien culture of higher education.

Because we're all in this together, the program can support administrators or staff, faculty or students. Enter as a single contestant or with those who worked together to create it, sharing the prize.

THE CRITERION for selecting the winning program is its value and effectiveness in supporting women on campus. These are the questions your entry should address: How long has the program been in existence? What are the goals? What difference does it make in the lives of women on campus? Does it affect a lot of women, or does it affect a few women a lot? Is it new and creative? Does it work? What's the cost? Is it applicable to other schools?

THE WINNER will attend a conference of her choice in 1995, as our guest, including airfare, hotel and meals. Last year's winner was Barbara Taliaferro, assistant to the president for human diversity at Kutztown University PA, who set up a creative new leadership development program for women on campus. She attended the National Conference on Race and Ethnicity in Atlanta in June 1994.

THE DEADLINE for submitting your entry is **February 1, 1995.**

THE BENEFIT for all readers is that other entries in the contest may be featured in the newsletter's IT'S HER TURN department. (Programs already featured in previous issues are not eligible for this contest.)

TO ENTER, complete the entry form below, or make up your own, including the same elements. Limit it to four pages, please.

IT'S HER TURN

Submitted by _____

Title _____

School _____

Address _____

Phone (____) _____ Fax (____) _____

Conference you would like to attend: _____

Sponsor_____ Date _____ Place _____

Name of your program _____

Using a separate sheet, describe your program: goals, benefits, effects, costs, resources needed, caveats and problems, unique attributes, etc.

SEND or FAX your entry by **February 1, 1995** to:
Women in Higher Education, 1934 Monroe St., Madison WI 53711
Phone (608) 251-3232 FAX (608) 284-0601

Adding Gender Issues to a Business Curriculum ... Reluctantly

Say you're fresh from a faculty retreat, where administrators urged you to develop innovative courses on current topics, to use creative teaching methods and to be cross-disciplinary. And, of course, to increase student enrollment.

As a woman in the business college with lots of business experience before academia, you teach non-traditional students: the average age is 33 and the majority are women, many of Hispanic origin.

You start talking with other women about course ideas that meet the administration's criteria.

It Seemed Like a Good Idea

"Women in the Workplace" is conceived. Besides dealing with legal issues, it discusses stereotyping, how to deal with sexuality in the workplace, sex bias and cultural diversity. It brings top women leaders from the business community – even the mayor – into the classroom. It examines how to improve an organization's climate for women.

You've hit it big time! The topic is timely and appropriate to your students. It will be team taught by two professors in different departments and cross-listed with the College of Arts and Humanities, which has a minor in Gender Studies.

Both the students and the business community want it. You expect the administration, not to mention your colleagues, will be delighted.

Not So Fast

Think again. So did Pamela Stokes, assistant professor of business law, and Tanya Nowlin, interim assistant dean for graduate studies and visiting instructor in accounting at Texas A&M - Corpus Christi.

Despite (or was it because of?) rave reviews from students, their course generated a flood of opposition among colleagues in the business school.

A Cautionary Tale

Stokes teaches a Personnel Law course that touches on gender issues. Students like it, and complained that these important and relevant issues were never discussed in other classes. Having compared notes with other women professors, and drawing on personal experience in the workplace, she proudly unveiled the new course.

"We were blindsided," Stokes admits.

Administrators called the course "out of date," because the issues were resolved in the 60's.

She heard, "We don't need it, it'll just cause more trouble."

Other faculty characterized the course as sexist, but maybe "okay if it were taught by a man."

At first the administration was supportive, giving the green light to schedule and develop the course. Later the support became lukewarm, then chilly. Stokes and Nowlin kept in close touch, to counter negative comments.

Special Dis-Incentives

They got not-too-subtle pressure. The course required approval by the management/marketing faculty and the college-level curriculum committee, although no new course introduced before and after required such approval.

Other faculty referred to it disparagingly in their classes and advised students against it.

They questioned its academic worth, and attributed its high enrollment to summer scheduling and promotional efforts.

Consider the Climate

What in the world were they thinking? That women faculty, women in the workplace and women students were all telling them there was a problem, and they had prepared a course that would deal with it. But that was not enough.

"We just weren't thinking about the climate here. Texas A&M is in Corpus Christi, a conservative city of 350,000. The College of Business Administration, like many business schools, is both conservative and traditional."

Both instructors were suspect, being junior untenured faculty with liberal arts backgrounds, while most of their colleagues had been in the business school from day one.

They also failed to consider the national climate, having introduced the course in the aftermath of the Anita Hill - Clarence Thomas hearings. "White males were feeling attacked and sensitive," and the course was seen as a feminist women's cause ... not something relevant to business.

Changing Tactics

"We should have emphasized the need for the course from an academic standpoint from the beginning," Stokes realizes, and expected trouble.

Previously unaware of the large body of research on gender in the workplace, Nowlin and Stokes next presented documentation grounding the class in academic research: similar courses at other institutions, media criticisms of business schools for not teaching diversity issues, statistics on the lack of women in business and business schools, research on gender/work issues and statistics on the changing workforce.

While other professors typically presented one to five pages supporting new classes, they had 50.

Y'All Still Here?

This spring the course will be offered for the third time, although Stokes won't get credit for it toward her required teaching load. And "current topics" courses must be approved each semester.

Stokes is gearing up for her next battle, getting the course on the permanent roster of classes.

Convincing the administration to pay for both instructors has been an issue from the beginning. Because it is the only team-taught course in the college, the administration balks at paying two instructors for one course, even one with a huge enrollment of 139 students in two sections.

That Pesky Brick Wall

Why keep pushing for a course against such odds, especially when you're up for tenure soon?

"It's quite a rush," Stokes says. Discussions are intense, students clearly benefit and graduates keep in touch. Both women and men students reported that when they took the course, they didn't believe what they were hearing. Now, women say, "I understand what's happening and I can take steps to improve my professional standing." Men say it helps them to work with women on the job.

And, adds Stokes, "We're doing what the administration asked us to do!"

DJ

RESEARCH BRIEFS

Competitiveness, Bad Teaching Drive 40% Out of Science

Researchers at Dartmouth, Yale, Cornell and Brown universities surveyed 5,320 new students at four "highly selective research universities." Of the 2,276 initially interested in majoring in science, few were women – 35% compared to 49% of the men.

After two years of classes, only 40% of those who began in science remained; 48% of the women compared to 66% of the men.

Low grades in the first two years drove most students away, and overall, women who had the same grades were no more likely to leave than men. But women students did get lower grades.

In engineering, biology, physics and chemistry, women who did as well as men in the first two years were as likely as men to stay in science. In math and computer science, women were more likely to leave, even with equal grades.

Even with the same grades as men, women in science and social science feel less confident about their abilities and more depressed about their progress than men.

Students of both sexes who left science found it too competitive and too difficult, with too few chances to ask questions. They described the science faculty as unresponsive and undedicated teachers who did not motivate.

Researchers concluded that women students found the classroom instruction and atmosphere especially difficult and disliked the super-competitive part even more than men did, but said they found "no support for the allegation that science faculty are making the lives of women in science especially unpleasant."

– ***Research in Higher Education,*** October 1994.

Canadian Ed Admin Programs Still Seem Hostile to Women

In Canada, women students are 70% of university undergrads in education, 67% of grad students in education and 58% of doctoral students in education.

Researcher Juanita Ross Epp of Lakehead University surveyed women students to assess their climate at schools granting advanced education administration degrees from 1989 to 1992. Based on 123 responses covering 15 programs, climate ratings were:

- About 20% found it "warm."
- About 50% found it "moderate."
- About 25% found it "chilly."

They felt *isolated* (constantly at war, values of humanness swept under the carpet), *saddened* (discomforted, tired, frustrated at inequities) and *angry* (at the sexist atmosphere and old boys network).

Gender-inclusive language, which became a mandatory component in Canadian classrooms 30 years ago, was still not a part of many classroom interactions.

Course content was not integrated, as about 60% reported education leadership theories were exclusively male.

Discriminatory attitudes by entrenched male professors toward women students and women professors were noted, along with negative responses to affirmative action initiatives by students.

Lack of specific programs to support women, including having women professors, internships, mentors, special classes, financial assistance, flexible class scheduling. About one third had never had a women professor, and half had one "once or twice."

Ingrained system bias indicated fewer job opportunities for women who had completed their programs.

– ***Canadian Journal of Higher Education,*** #2, 1994.

Gender, Belief in 'Just World' Affect Reactions to 'Victims'

In a psychology student experiment involving 65 women and 86 men, male believers in a "just world" were more likely try to restore justice by helping a victim.

First, the female and male students completed a scale indicating the extent to which they believed in justice in the world.

Next, they became supervisors over fictitious workers, some of whom had been sexually assaulted.

Then they had the chance to help the workers by giving them extra letters of varying values to complete Scrabble words.

Finally, experimenters measured how the supervisors' gender and belief in a "just world" correlated with how helpful they were to the supposed victims.

Among male supervisors, those who believe more in a "just world" were much more likely to help the victims "as compensation for their suffering and to tip the scales toward fairness."

Female supervisors, who tended overall to have weaker beliefs in a "just world," were more likely to distance themselves from the victims, by rating the victims less similar to themselves.

Researchers said the experiment confirms other evidence showing that internal beliefs affect how people behave toward injustices in the world.

– ***Social Behavior & Personality International Journal,*** #3, 1994.

Kids' Greeting Cards Sexist

Hallmark Cards, the largest U.S. publisher of greeting cards, perpetuates gender stereotypes, says Bren Ortega Murphy of Loyola University of Chicago.

She studied 180 Hallmark children's cards at an Evanston IL bookstore, 101 for Valentine's Day and 79 for Easter, and found that about 75% of them designated the sex of the intended receiver.

Cards for boys had cars, trucks, keys, books, pizza and more adventuresome occupations, while those for girls had cosmetics, jewelry and paper dolls.

Boys were athletes, detectives, sailors and musicians, while girls stood around and looked pretty or (on only 5% of the cards) were ballerinas or cheerleaders.

According to Hallmark, dogs are masculine, while lambs, cats and bunnies are feminine. Girls are "sweeter" than boys by a ratio of about seven to one.

Because holiday cards are most often sent as "personal messages" by grandparents, they can contribute significantly to the self identity of those receiving them, she notes. They reinforce gender images of differences that are damaging and value-laden: boys do things and girls look pretty.

– ***Women & Language,*** Spring 1994.

THE LAST LAUGH

36 Issues and Counting ...

My older sister keeps telling me to watch out what I wish for, because I might get it. I think she's referring to doing this newsletter, which is rather like having a baby each month: enlightening, interesting, exciting, rewarding ... and exhausting.

Then there's the post-partum blues, looking over one of 3,000 or 3,5000 copies in nine boxes and finding the inevitable typo or mistake. (Since each of 10 pages contains at least 1,100 words, in 11,000 words there's bound to be at least one error.)

The newsletter has evolved over the years, having "found our voice," as they say in publishing. Its size has doubled, from 8 to 16 pages, along with an increase in the want ads. (Apparently more schools now want good women, and many have found this a good way to reach 10,000 of them.)

Editorially, we have become a bit more complex, taking on some of the really thorny issues to which we have not yet found solutions. There's a mix of hard news and features, good and bad news.

In tone, we have tried to be a little less strident and perhaps a bit more mellow. A friend laments that she doesn't see as much "in your face" attitude as earlier. (She also accuses the editor of becoming "a rational human being," which many would dispute.)

The change in tone coincides with a realization that many readers use the newsletter as a vehicle to represent their own positions and feelings to top administration. "Continue to take the high road," a subscriber writes, "because I forward many of your articles to our top deans and the president." We wouldn't want them to think we are just a bunch of silly women whose chatter is inconsequential.

After three years of issues, here's what I've learned about women and higher education and you and me.

• **It's a LOT of work.** (I haven't even bought an annual state park sticker since 1991.)

• **Justifying the energy spent are the rewarding notes and calls from** subscribers: "You are my link to sanity" and recently, "Where have you been these last eight years of my life as dean? I was energized by your material and felt as though I'd found a roomful of friends."

• **Women in higher education face more challenges** than early estimates. The original idea was to provide something to make life easier and more successful for women on campus. But everywhere there are complex issues that demand energy and resolution, and the underlying problem usually is not in the women but in the system.

So we have a dual focus: Here's how to change the system, and here's how you can cope with and reduce your own private hell in the meantime.

• **We are too hard on ourselves,** trying to do too much and demanding perfection of ourselves all the time. (My personal favorites are those who type out their subscription forms.) One subscriber, whose records I had messed up by not understanding the $5,000 software fulfillment system, was kind and understanding, saying, "We all do what we can."

• **There are some incredibly fantastic women** out there on campuses across the world, thinking and doing enormously important work. You read about many of them on these pages, but there are thousands more, many on your own campus.

• **The most important thing is to enjoy what you do,** not every moment but on balance, because life's too short to get up every day and not enjoy it.

• **And if you're not enjoying it, do something about it.** Another old friend and I regularly swap stories about our teenagers. (You have to laugh or you'd cry.) She told me of her plans to have him sign a disclaimer statement, acknowledging that he had been given advice about school and the future and personal issues which he chose to ignore, and therefore he's responsible for the consequences. It probably won't hold water in any court, but it's great grist for a future "I told you so."

With the New Year about to start, I wish you continued success in dealing with a world that is far from perfect. I hope you will continue to share your thoughts and dreams with your network of 10,000 women on campus, through your phone calls and faxes and letters. You are not alone.

MDW

❄ JOIN THE NETWORK, IMPROVE THE WORLD OF WOMEN

❒ YES, I want a stronger voice on campus. Start my one-year subscription.

❒ I've enclosed $66, saving $7 from the $73 introductory price. (Canada $76 U.S. $)

❒ Bill me $73. (Canada $83 U.S. $) Signature _____

❒ Credit Card ___Visa___MC

Number _____ Expires _____ Signature _____

Name _____ Title _____

School _____ Address _____

City _____ State/Prov. _____ ZIP/PC _____ Phone (_____) _____

Send to: ***Women in Higher Education,*** 1934 Monroe St., Madison WI 53711

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